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The Bonneau-Corry Report

“ . . . if the governments come to believe, with Bonneau-Corry, that power over research grows out of the barrel of a gun, why should we believe Bonneau-Corry with respect to the payoff from ‘responsible planning’ ?”

I. Drummond

“Rationalization has its place in research, but it must not become the be-all and the end-all of our research policies.”

M. Wyman

« La recherche, la vraie, est une activité normale et essentielle du professeur d’Université. C’est par elle que l’enseignant universitaire se distingue de ses collègues de niveau secondaire et collégial. »

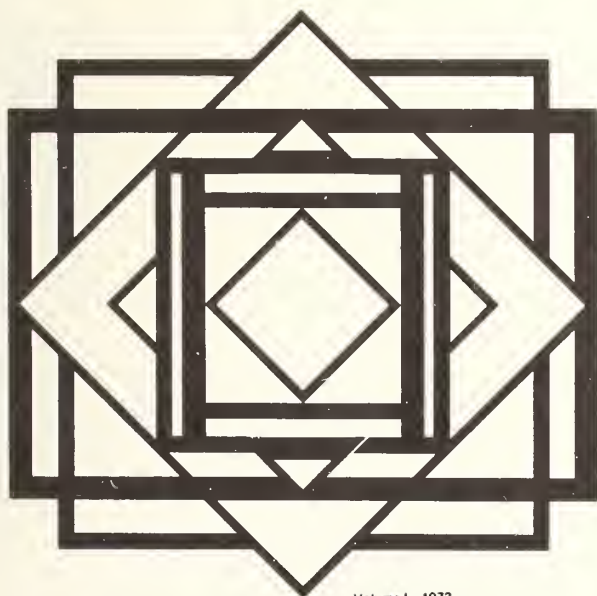
P. Couillard

“What the commissioners do propose is that it may be necessary to rob the poor for the benefit of the rich.”

J. C. Polanyi

Quest for the Optimum

Research Policy
In the Universities of Canada
The Report of a Commission
to Study the Rationalisation of
University Research
Louis-Philippe Bonneau
J. A. Corry



Volume I 1973
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Colleges of Canada

This issue of the *C.A.U.T. Bulletin* contains a special section devoted to the Report of a Commission to study the Rationalization of University Research, "Quest for the Optimum — Research Policies in the Universities of Canada", written by Louis-Philippe Bonneau and J. A. Corry, and widely known as the "Bonneau-Corry Report".

The four authors taking part in this "mini-symposium" are: Ian Drummond who teaches Political Economy at the University of Toronto; Pierre Couillard who teaches Biology at Université de Montréal; J. C. Polanyi who teaches Chemistry at the University of Toronto, and Max Wyman, the President of the University of Alberta.

Cette édition du *Bulletin de l'A.C.P.U.* contient une section spéciale consacrée au rapport de la Commission d'études sur la rationalisation de la recherche universitaire, « Poursuivre l'Optimum — Politique de la recherche dans les universités au Canada », écrit par Louis-Philippe Bonneau et J. A. Corry.

Les quatre auteurs qui participent dans ce « mini-symposium » sont Ian Drummond (Economie politique, *University of Toronto*), Pierre Couillard (Biologie, *Université de Montréal*), J. C. Polanyi (Chimie, *University of Toronto*) et Max Wyman (le président, *University of Alberta*).

LE RAPPORT BONNEAU-CORRY

équilibre entre le laisser-aller et le dirigisme trop rigide

PIERRE COUILLARD

Le rapport Bonneau-Corry est de lecture beaucoup plus agréable que celui de la Commission sénatoriale. Écrit par deux universitaires, bien au courant de la chose académique, il traite de « sujets » qui intéressent directement les professeurs d'université.

Tout au long de ce texte, les auteurs semblent dominés par un souci d'équilibre: équilibre entre l'enseignement, la recherche et la « réflexion scientifique »; équilibre entre le laisser-aller et le dirigisme trop rigide, entre la recherche pure et la recherche appliquée, entre les prérogatives du gouvernement central et celles des provinces.

Relevons d'abord un certain nombre de points qui nous semblent particulièrement valables:

1) L'Université est l'endroit par excellence où doit s'effectuer la recherche fondamentale au Canada (32) (49) ¹.

2) C'est dans le domaine fondamental que doit se concentrer l'activité de recherche à l'Université (*recommandation 4*, p. 47).

3) Il faut dénoncer la situation qui force pratiquement les professeurs d'Université à faire de la recherche de pointe (60).

4) On doit revaloriser la fonction de l'enseignement du professeur d'université et affecter des fonds aux activités de « réflexion scientifique » (54) (*recommandation 6*, p. 63) (171).

5) Dans l'évaluation des projets de recherche, le jugement par les pairs est le critère le plus important (28-29) (99).

6) Toute politique fédérale de correction des disparités régionales, par exemple les octrois de subventions négociées de développement du CNR, doivent s'énoncer et s'appliquer en coordination avec les provinces (97).

7) Il faut déplorer le manque de collaboration sur le plan recherche entre les universités francophones et anglophones (151).

8) Il n'y a pas lieu de restructurer le CNR, le CMR ou le Conseil des Arts, mais de préciser leurs fonctions sous l'égide du ministère de la Science et de la Technologie (102) (107) (111) (189).

9) « Les organismes de financement devraient s'abstenir de payer une partie du traitement des chercheurs, cette pratique établit une distinction insidieuse entre les membres du per-

¹ Les chiffres entre les crochets correspondent aux pages dans le rapport de la Commission d'études sur la rationalisation de la recherche universitaire, « Poursuivre l'Optimum », par Louis-Philippe Bonneau et J. A. Corry, publié par l'Association des Universités et Collèges du Canada.

sonnel qui font des travaux de recherche à forfait et ceux qui n'en font pas et elle fait entrer des considérations étrangères dans les décisions des membres du personnel au sujet du genre de recherche qu'ils devraient entreprendre » (105). Nous favorisons l'application de cette mesure mais, compte tenu des disparités qui existent à ce point de vue d'un secteur à l'autre de l'Université, il ne sera pas facile d'en arriver à une solution équitable pour tous.

10) Pour coordonner la recherche sur une base nationale, il importe de créer un centre national de documentation pour les sciences physiques et naturelles qui tiendrait à jour un index des recherches en cours (165).

A ceci il faudrait ajouter, la publication conjointement par le CNR et le CMR d'un *Canadian Dissertation Abstract*.

11) Le rapport insiste sur le développement et la coordination de l'activité de nos bibliothèques (123-25), sujet dont il n'est pas fait mention dans le rapport du Comité sénatorial.

Aspects discutables du Rapport

Nous avons été déçus de retrouver dans le Rapport Bonneau-Corry la même approche négative au problème de l'excédent des diplômes universitaires que nous reprochons au Rapport Lamontagne. Le raisonnement semble à première vue logique:

1) C'est un fait bien connu que la production actuelle des diplômés universitaires, surtout aux 2^e et 3^e cycles dépasse les possibilités d'emploi et que la situation ira en s'aggravant (*voir chapitre 4 du Rapport*).

2) La seule façon de remédier à cette situation est de diminuer la production de M.Sc. et de Ph.D. On y arrivera:

a) en « réévaluant », c'est-à-dire en diminuant l'octroi des bourses de maîtrise et de doctorat. Les programmes de doctorat devront aussi être contingentés (68-77).

b) en diminuant le nombre de patrons éventuels de recherche par les Universités. Pour cela, on ne donnera des octrois de recherche qu'à ceux qui sont exceptionnellement doués (« support de l'excellence »). On convaincra les autres, c'est-à-dire la majorité des professeurs d'université, de s'adonner à la « réflexion scientifique » une « recherche » qui ne risque pas de contribuer à l'excédent de doctorats car elle consiste surtout à étudier et à analyser les travaux des autres. Ainsi, la majorité des professeurs d'université quitteront avec plaisir la recherche de pointe car « ce n'est pas leur métier » (105). Il va de soi qu'on devra abolir toute prime à la recherche (71) (162) (169-70).

Il s'agit d'autant de solutions négatives à un problème qui est peut-être mal posé.

Certes, le problème de l'excédent de diplômés existe et il serait difficile de nier (autant que de prouver) qu'il se soit fait des travaux de doctorat médiocres dans nos universités.

Nous n'avons pas objection à ce que l'on améliore la sélection des candidats au doctorat et que l'on réévalue les programmes qui y mènent. Ce que nous redoutons, c'est que le fléchissement actuel du support à la recherche fondamentale dans nos universités se continue.

La recherche, la vraie, est une activité *normale* et *essentielle* du professeur d'université. C'est par elle que l'enseignant universitaire se distingue de ses collègues de niveau secondaire et collégial. Etroitement liée aux activités de second et troisième cycles, la recherche vitalise directement ou indirectement, l'enseignement du premier cycle. On peut trouver des professeurs d'université qui seront capables de donner un enseignement valable au premier cycle sans être eux-mêmes actifs en recherche, mais ce sera l'exception et la minorité. Comme MM. Bonneau et Corry nous ne voulons plus d'un système qui force les professeurs d'université à faire de la recherche de pointe. Nous continuons d'estimer cependant que la recherche n'est pas un privilège mais un *droit* du professeur d'université, sujet aux normes reconnues de compétence.

Il ne faut pas oublier non plus que l'accès aux études universitaires supérieures est aussi un *droit* pour les étudiants qui démontrent les capacités intellectuelles de les poursuivre. On pourrait se poser des questions graves sur un système économique qui ne permettrait pas à une proportion *normale* de nos étudiants de se rendre jusqu'au doctorat et d'avoir ensuite accès à une carrière conforme à leurs qualifications.

Ces questions, ni le Rapport Lamontagne, ni le Rapport Bonneau-Corry se les posent. Pour le Rapport Lamontagne en particulier, c'est le marché du travail qui définit quelle devrait être notre production de maîtres et de docteurs et l'université doit ajuster sa production en conséquence. On ne recherche pas non plus de solutions positives au problème. Comment créer suffisamment de débouchés pour absorber une production *normale* de diplômés aux niveaux supérieurs.

Jusqu'à preuve du contraire, nous continuons d'estimer que la proportion de nos étudiants qui s'inscrivent en maîtrise et en doctorat n'est pas exagérée.

Autres réserves

1) Nous avons remarqué, un peu partout dans le Rapport, une certaine méfiance envers les Sciences Sociales. Sont-elles à ce point mal préparées pour aborder les problèmes cruciaux de notre Société ? (85). Y manque-t-on de personnel senior ? (109). La qualité y est-elle moindre ? (109).

Jusqu'où peut-on comparer, dollar pour dollar, un octroi en sciences physiques et naturelles et un octroi en sciences sociales ou en humanités ?

Suite à la page 24

RATIONALIZATION OF RESEARCH

will it become irrational?

MAX WYMAN

Although I would like to claim for education the credit for the good that change has brought, it is my opinion, particularly in the short run, that educational institutions are the followers, not the leaders, of society. Educational institutions are conservative institutions that rarely recognize the need for change, and even then, changes are difficult to obtain.

In the past, I have said and written that constituent groups of a society should have a common set of meaningful goals, a set of goals that provide cohesion for a community, a set of goals that would take precedence over the individual goals of the constituent groups of that society. I wrote then and say now that it is far from obvious that such a set of goals exist, and it may well be that the goals of a complex society can be nothing more and nothing less than the sum total of the goals of its constituent groups, no matter how conflicting these goals may be known to be.

If this be so, then one cannot dismiss out of hand the solution of the separatist, a solution that divides a heterogeneous group into smaller homogeneous groups with common goals. This may apply to universities, and, indeed, it has been recommended by Peitchinis that the large multi-versity be divided into smaller components with common interests. Although I hope this will not happen, I cannot prove that it should not happen, and cannot predict that it will not happen.

Teaching and Research

It is the research function that makes a university different from an institution of elementary education.

It is the teaching function that makes a university different from a research institute. Indeed, the combination of teaching and research is what makes a university what it is, and both must be strengthened if it is desired to progress from where we are to where we might be in the years to come.

A university should have members of staff who make their sole contribution through teaching. A university should have members of staff who make their contribution entirely in the realm of research. But both of these groups must constitute a small minority among all of those who work on the campus of a university. The vast majority of academics must continue to contribute to both the teaching and research functions of a university. Although I cannot agree that good teaching is necessarily dependent on finding good research in one and the same person, I will not agree that the complete separation of the teaching and research functions would be an improvement on what we have today. The growing pains of the 1960's were too violent and too recent for me to agree that over-emphasis on research has caused a serious deterioration in the teaching function of our university. Those were the days of the *ad hoc* solution and the instant decision, days that brought joys and sorrows in almost equal numbers. Those days are now over and our task is to strengthen both of our major functions, neither one at the expense of the other.

The high cost of research is receiving its share of the careful scrutiny only a committee can give, and the publicity only a published report can provide. Among these reports, I find a new lexicon of terms,

and read with amazement that we now have basic research, applied research, frontier research, reflective enquiry, mission-oriented research, curiosity research, esoteric research, and a host of other forms of research. Few of these terms have any real meaning for me. One of the common characteristics of these reports is the damning of the past in order to justify the new proposal being brought forth by this or that report. This is unfortunate because our past has brought us to where we are today, and it is by no means clear to me that a proof exists showing that somewhere, at some time, the wrong path to the future was followed.

Rationalizing Research

Another common characteristic is the theme that salvation will lie in the rationalization of research. There is no substantive evidence that it is possible to rationally rationalize the concept of complete rationalization. This is not a play of words on my part. Let me quote from "A Quest for the Optimum" by Bonneau and Corry, the latest report on a research policy for the universities of Canada.

"Let us now see how this array of research programs of nation-wide significance can help with the rationalization of university research. First, we must assume that each university institution has compiled at an earlier date, a set of preferred areas of research, with break downs into programs and projects wherever possible. It has taken into account its strong sectors and its weaker ones, and estimated the material and financial resources already on hand or on which it can count. It has also taken into consideration an inventory of the social, economics, and political problems of its region. We assume also that it has already had inter-university discussions in its province or region, and has effected some harmonization of its research plans in this process. We also assume it is already continuing discussions with other universities of its province in the forum provided by the provincial model put forward. By this time, it knows reasonably well what are the main elements of its research undertakings."

For these assumptions to be true, they require a consensus among thousands of people engaged in research, a consensus that cannot be obtained, and, indeed, should not be obtainable. They require a prophecy that no group, except possibly a divine group, can make in a meaningful way. They require a cooperation among universities that no self-respecting institution can possibly give.

The existence of centers of excellence carries with it the undeniable conclusion that there will also exist centers of mediocrity or worse. Qualified people are not going to be attracted to, nor will they remain with, institutions having an avowed policy to be and to remain centers of mediocrity in their particular disciplines. Surely there is no need to stifle, on an *a priori* basis, the dreams of people even if they know and we know that dreams are seldom realized.

The large bureaucratic organizations at university, provincial and federal levels envisaged as being in control of research would make me willing to bet on the

coming of the Messiah before I would willingly bet on receiving approval of a single research project.

When I think back to the Michelson-Morley experiment performed at the turn of the century, I shudder to think what might have happened to their research proposal if it had to receive the scrutiny and approval of a mission-oriented bureaucracy of that day. This was a costly esoteric piece of research designed to measure the velocity of the earth relative to the then believed-in aether. The universe was not waiting with bated breath for this information, and if it had succeeded this new knowledge would have caused an insignificant ripple in the sea of science. The waves it caused were due to the complete failure of the experiment, and the explanation of that failure led us into the big science of the 20th century.

From Rationalization To . . .

Rationalization has its place in research, but it must not become the be-all and the end-all of our research policies. Its place in big science is already acknowledged by everyone. Scientists willingly band together to build a major nuclear reactor, a major station for the study of marine biology, a major telescope and a host of other facilities that are obviously too expensive for any one institution to build and to operate. The high costs of medical and dental education are well recognized, and no one expects any but a chosen few to provide such facilities for the people of Canada. The problem with rationalization is not where it begins but where it should end. It is inconceivable to me that Canada will willingly tell some of its universities that some fundamental fields like sociology, economics, physics, chemistry, mathematics, and hundreds of other disciplines lie beyond the pale as far as quality is concerned. Will they be told that they may not take part in the pursuit of excellence, a pursuit surely all universities should be encouraged to join?

My plea is for a decentralized form of decision-making in research, and I make a special plea for the place of the loner in research. Newton's formulation of the laws of mechanics consist of three simple sentences that can easily be contained in half a printed page. As simple as they may now seem, they took a long time coming, and they formed the basis for the development of almost all mechanical technology for the next 300 years. They were discovered by one man working alone.

Clerk Maxwell's formulation of the laws of electricity and magnetism occurred at a higher level of sophistication and provided the basis for modern electronics and the utilization of electrical energy. This also is the work of one man.

Einstein's re-formulation of the laws of mechanics, and his unification of the work of Newton and of Maxwell would appear to the untrained eye as a relatively

Cont'd on p. 26

RATIONALIZING RESEARCH IN THE UNIVERSITIES

the Bonneau-Corry report

J. C. POLANYI

In an often-quoted remark Winston Churchill referred to the Soviet Union as being “a riddle wrapped in a mystery inside an enigma.” It is becoming evident that the nature of the activities we term research is almost as mysterious, and therefore as fertile a ground for misunderstanding.

These reflections are prompted by the publications of the Bonneau-Corry report (*Quest for the Optimum: Research Policy in the Universities of Canada, The Report of a Commission to Study the Rationalization of University Research*, by Louis-Philippe Bonneau and J. A. Corry, Volume 1, Association of Universities and Colleges of Canada, Ottawa, 1972). Dr. Bonneau and Dr. Corry (the former is vice-rector of Laval University, the latter was principal of Queen's University until retirement in 1968) were asked early in 1971 by the A.U.C.C. “to study, report and make recommendations on the mechanisms, structures and processes required to ensure that research undertakings in the universities of Canada can be planned to serve, without undue duplication, both the advancement of knowledge, and provincial, regional and national development.”

The commissions tackled this gargantuan task in a record space of time, completing their report and presenting it to the public by November 1972.

For much of the report they painted with a broad brush and paint of a rather sombre hue. The report is, after all, a report on universities commissioned by universities; the commissioners were anxious to avoid any suspicion that they might be attempting to whitewash

their sponsors. They succeeded to a degree that they appeared — in the course of public discussion at the A.U.C.C.'s annual conference — to regret. Their report leaves the impression that there has been too much mediocre research in which mediocre faculty have directed the work of mediocre graduate students. This is a subjective judgment.

They have no quarrel with the peer system by which the present allocation of research grants was achieved (it would be difficult to suggest another system that makes any sense), but they would like to see the minimum standard for the award of research grants raised for a trial period. They are aware of the need to make special provision for the beginning researcher, who must be given a chance to win his spurs. They do not press for any major change in the type of research being conducted in the universities. This today is predominantly basic research, and they think it should continue to be so. They are not, I believe, arguing for a cut-back in the amount of research being conducted in the universities.

What the commissioners do propose is that it may be necessary to rob the poor for the benefit of the rich. Since the pursuit of research cannot be held to be an inalienable right, this is not as scandalous as it may sound. It is in accord with the current notion that we should capitalize on areas of research where we are strong, in the interests of quality and of achieving results. This is certainly greatly to be preferred to the bizarre suggestion (which coexists with the alternative

view) that we should catalogue the areas where our research is weak, and direct available funds into them.

There is little doubt, on the basis of international comparisons, that the better research in our universities could benefit from increased funding. At the same time, it seems clear that the withdrawal of support from the more pedestrian ventures will be a painful operation. It is at this point that the commissioners indulge in some "rationalization" in which I believe the wish was father to the thought.

They start from the premise that those in the universities who do less significant research have in fact little taste for that activity, but have been driven into it by the universities' policy of stressing research accomplishment in arriving at decisions regarding promotion and tenure. This is a somewhat shaky premise since it overlooks the other motives that cause even indifferent scholars to pursue their research with such ardour. Membership in the fraternity (or sorority) of researchers tends to be prized by academics who are worthy of being academics, since it is a natural concomitant of their devotion to their field of scholarship. In an important sense the commissioners agree with this point, as becomes evident from the elaborate nature of the "painless solution" they propose to the problem of pedestrian research.

Their solution has two elements: the first involves redirection, the second redeployment. What should happen, they ask, if six or eight of the largest universities in the country were to announce simultaneously that henceforth they would assess faculty performance *either* on the basis of teaching *or* of research (whichever the individual might elect) in decisions relating to promotion and tenure? My own reply is that nothing would happen, since nobody would believe them. In order to believe them, the faculty would have to suppose that the six or eight largest universities had simultaneously fallen prey to a fit of madness.

The commissioners can say, as they do at one point, that the first priority of the universities is with teaching. But we know, and they know, that what this really means is that the first concern of the university is with *learning*. At the university level "teaching . . . is much more than pouring information into empty minds. If that were all, most of the stuff is now canned and packaged, and could be self-administered." University teaching, if it is university teaching, "whets curiosity, induces skeptical reserve about the conventional wisdom, and hones a critical judgment." It does this by being in touch with what is happening in some field of study today, and what is brewing for the future. The material may be ancient or modern, but the viewpoint must be contemporary if the subject-matter is to sustain its claim to attention. This being the case, how can the universities fail to prize the type of learning that is exemplified by original contributions to scholarship ahead of achievement that is *restricted* to skill in the art of exposition (though they value the latter highly)?

The commissioners have perceived this problem and attempted to grapple with it by coupling teaching with its own special category of research. One has the

impression that their thinking went as follows. The art of communication in teaching is to a considerable degree an achievement of technique. Success in exposition, on the other hand, is the product of understanding. Understanding is only achieved by coming to close grips with the material, and this in turn involves reflecting deeply upon it. One can therefore conceive of contributions to the advancement of knowledge achieved through the exercise of teaching combined with reflection, that are as worthy of recognition as the contributions that the darlings of the administration are currently making with their large research projects.

At this point the commissioners became convinced they had found the key to the conundrum. If the "reflective enquiries" engaged in by the faculty member who has abandoned the more active and visible form of research were to be accorded the same recognition as the activities of the conventional researcher, a credible basis would exist for separating the scholars who make up the university into two equal but somewhat separate groups. In the first group (a purely arbitrary numbering) there would be the *frontier researchers*, whose activities bring substantial grants to the university. "Frontier research" is a new term, coined by the commissioners. It is intended to describe "research into things," "digging," "looking for nuggets of knowledge," "narrowly focussed minute analysis," "a heavily empirical undertaking." It is thought to be an activity that, because of the heavy demands it makes and the narrow focus it encourages, can easily detract from the quality of undergraduate teaching.

The second, larger group of faculty would be engaged in what is termed *reflective enquiry*. This is conceived of as another variety of research (in an earlier stage of the commissioners' work they termed frontier research *Research I*, and reflective enquiry *Research II*). Reflective enquiry is distinguished by being "almost entirely an intellectual activity," "interpreting" rather than "searching." Instead of collecting new knowledge at the "frontier," the practitioner of his second category of research is reflecting in his study on "the larger meaning of what we know"; attempting in some measure to redraw "the map of knowledge." This second category of research is thought to be particularly suited to the improvement of undergraduate teaching. For this reason it is to be mainly funded by the provinces, whereas frontier research would depend on federal support. Reflective enquiry is explicitly recommended for those who are failing to make a success of frontier research, either through lack of talent or because of advancing years.

The distinction between these two categories is seen as "vital to the rationalization of research." This separation of research functions is quite clearly designed to give the faculty member who is making his career in teaching a place in the university that is in every way comparable to that of the frontier researcher.

Cont'd next page

The attempt fails, not because research is a "sacred cow" worshipped by the ruling caste in the university community (as the commissioners express it), but because the separation of functions that they have attempted gives a false picture of the advancement of knowledge. Consequently the "rationalization" according to which teaching and research will have equal and separate status is incapable of realization.

It is fairly clear where the separation between these two categories of research falls down. Frontier research, as the commissioners recognize, has a component of reflective enquiry. However, they fail to give proper weight to this component. It is not something ancillary; it is central since it gives direction and shape to the whole undertaking. A scholar succeeds at frontier research to the extent that he has talent for reflective enquiry. He fails, not because he is feeble when it comes to the business of digging, but because he is unable to recognize what it is that his spade turns up. To suggest, therefore, that his real contribution to learning will come through a redirection of his activities into reflective enquiry is unrealistic. Reflective enquiry, we are told, suggests the new directions for future research. Is it really possible to believe that frontier research will derive its inspiration from those who have abandoned it through lack of aptitude?

If reflective enquiry is essential to the best undergraduate teaching (as the report claims — rightly in my estimation), and if reflective enquiry is of a piece with frontier research (as I have been suggesting), we are led to the conclusion that the commissioners wished to avoid, namely that the best undergraduate teaching requires that the teacher have some sort of continuing contact with frontier research.

This is not the only area in which the commissioners have correctly identified a fundamental problem and then proposed a solution more ingenious than it is convincing. The question at issue in this case is once again of great importance to the subject matter of the report. It has to do with the interaction between the university researcher and the governmental machinery of science policy that is gradually coming into being. There is unquestionably a move afoot to apply more planning to university research through mission-oriented funding. Broadly stated the intention will be to supplement the "internal" criterion of research *quality* by the "external" criteria of *relevance* in funding (some part) of university research. (The distinction between these criteria is set out in the Science Council's Report No. 18 — *Policy Objectives for Basic Research in Canada*.)

Such mission-oriented research poses a potential threat to the universities. It need not be an acute threat, but it is there and should be acknowledged. The universities derive an important part of their value to society from the fact that they are not identified, as institutions, with particular national policies and political goals. The Bonneau-Corry report expressed this very well.



Of all our institutions with a stake in, and a use for, exact knowledge, the universities are the most likely to be able to maintain steady detachment. They are the furthest removed from the turmoil of everyday life which limits sharply the sustained attention that can be given to particular topics, and which distracts concentrated thought. They are the heirs of a long tradition that puts the discovery of truth (the way things really are) before all other considerations.

The universities are in a unique position to take an independent view of the world's problems. Some would say that they have already to some extent compromised that independence. The injection of more research with a mission determined by some sponsor outside the university could produce a further trend in the same direction.

The commissioners are conscious of this risk. They appear to have concluded that the best counter to the research-planner is to beat him at his own game. If the universities can get into the planning field in a convincing fashion, the commissioners feel, then the mis-

sionaries from the mission-oriented agencies (national, provincial, and regional; governmental and industrial) will play a much less commanding role. Their function would be reduced to "identifying areas of research of special interest to them," and "offering some inducements to take them up."

Recommendation 15 summarizes the strategy that the commissioners recommend for the rationalization of university research. The prime factor is "particular universities seeking to articulate policies and objectives for themselves which keep in mind local, provincial and national problems that research can help to solve." Accordingly they conclude that "the key to the whole rationalization of the university research effort is the firm will of each university to adopt research policies and to choose their areas of research."

It seems to me that a declaration of university research aims would be the worst possible response to the threat of mission-oriented research, since it would tend to make the university into a mission-oriented institution. University *X* could become (through the activity of the recommended "Advisory Committee on Policies and Objectives" within the particular university) committed to, let us say, motherhood and economic growth. University *Y* by contrast might choose to filter out for favourable attention (in its university "Screening Committee") research proposals that lend themselves to population limitation and other forms of pollution control. Both *X* and *Y* would be far more severely compromised as institutions dedicated to the free pursuit of truth than if they were to accept mission-oriented research funds at the discretion of individual faculty members who propose to undertake the research (subject to the availability of the necessary university re-

sources, and the appropriate assurances on freedom of publication).

It seems, moreover, unrealistic to suppose that the initiative for formulating research plans can (or should) be diverted from regional, provincial, and national bodies. I am not myself optimistic about the economic and social benefits that will accrue from mission-oriented funding of basic research. Nonetheless it appears evident that the debate regarding priorities, if it is to carry any conviction, must be conducted in a forum that has all the competing claims before it.

Both friends and critics of the universities will agree that it is characteristic of them that they can commission a report by members of their own community, and then disagree vehemently with the conclusions. Underlying this commotion is substantial accord as to the things that are unique about the universities, and worth preserving. What is at issue is the best method of protecting these. The Bonneau-Corry report represents an exceptionally venturesome exercise in what the authors call "reflective enquiry." It should not come as a great surprise to discover that the risks are high in this type of endeavour, since it is, in fact, the most demanding type of "frontier research."

J. C. POLANYI teaches Chemistry at the University of Toronto. This article originally appeared in SCIENCE FORUM, Vol. 6, No. 1 and is reprinted with permission. Illustration by "PIC".

BONNEAU, CORRY, AND THE SOCIAL SCIENCES

is planning necessary?

IAN DRUMMOND

M. Bonneau and Dr. Corry say many sound, sane, and sensible things. They think well of reflective enquiry, as distinct from frontier research. They believe that we must give ourselves to undergraduate teaching. They know we have too many Ph.D. programmes, and that many of us should eschew frontier research. They believe that universities should reward their thinkers and teachers, not only their researchers. Yet they know that the universities are the best homes for frontier research. And they recognize that no one can or should impose a research plan from above.

Bonneau and Corry also say sensible things about the social sciences. They claim that Canada needs more social scientists to help solve the problems of our century, and they would like to see our governments spend to develop the social sciences as they once spent on certain natural sciences. They hope the Dominion Government will finance seven to nine really good graduate schools to build up our national expertise and satisfy regional aspirations. The goal is splendid, though the number seems excessive, especially in relation to Bonneau-Corry's comments about "critical mass". I should have thought that five would be a generous provision, and that three might be enough. But I suppose that the more often the need is emphasised the more likely is the Dominion to act.

I find Bonneau-Corry a little overoptimistic about the problem-solving powers of social science. But I cannot help warming to anyone who thinks my subject is really good for something. I share their opinions about university priorities. But I do not like the models

for rationalization which they want the universities to adopt. Further, I strongly dislike the means by which Bonneau and Corry propose the government could force us to plan.

Planning from Below

Bonneau and Corry tell us we *must* plan in some such way as they suggest, lest the provincial and Dominion governments do it for us — and to us. In effect, Bonneau-Corry ask us to give an immense amount of time, talent, and energy to an endless exercise in "planning from below," to prevent the imposition of a "plan from above." Because they recognise how reluctantly professors will undertake the task, they want the governments to drive us into it. Grant-applications should be screened more rigorously. Funds should be kept tight enough to force rationality and rationalisation. Governments should fix deadlines by which universities and disciplines must have finished their research plans. In effect, Bonneau-Corry give the following advice to governments: "The universities will act responsibly with respect to research planning only if you hold a gun to each professor's head." To universities and professors they say, "If you commit yourselves responsibly to this planning exercise, thereafter governments will trust you and your research planning." But if governments come to believe, with Bonneau-Corry, that

Cont'd on p. 15

C.A.U.T. A.C.P.U. *newsletter*

The CAUT Board struggled briefly with the question of Canadianization, but decided that the subject needed further deliberation and delegated a committee to study the existing guideline on the subject and report back to the Board.

Professor J. R. Stevens, who teaches Physics at the University of Guelph, and who spoke on the subject, said that the existing guidelines on Canadianization needed strengthening, particularly in relation to appointments procedures. The guideline, as it reads now, opposes quotas in hiring, stresses that competence should be the sole criterion for appointment, and insists on the development of Canadian-oriented courses where appropriate.

In the discussion that followed, members raised the issues of the percentage of non-Canadians teaching in Canadian universities, more opportunities for Canadian faculty and the question of equal opportunity for francophone teachers.

The Board also asked the Academic Freedom and Tenure Committee to prepare a draft guideline on procedures to be followed in hiring of faculty.

* * * *

The Board of CAUT unanimously approved the formation of a consortium which will deal with the problems of copyright and educational television. This new body will represent members of CAUT, ACTRA (Association of Canadian Television and Radio Artists) and CTF (Canadian Teachers Federation).

Two parties to the agreement, CAUT and ACTRA, have approved formation of the consortium, with the third — CTF, expected to approve it presently.

Professor Savage, in explaining the background to the development of the consortium to the members of the Board, said that the issues involved first arose in Ontario, when the Ontario Educational Communication Authority was formed. OECA's function as producer of television programmes raised important problems for university professors — problems of fees, editorial control, copyright and production standards which seemed unlikely to be resolved in isolation. Consequently, OCUFA, OTF and ACTRA formed an Ontario consortium, and recently came to an agreement with OECA to establish conditions of minimum equity for writers and performers. Other provinces are considering similar authorities.

Dr. Savage went on to say that the creation of a national consortium would be valuable in protecting the interests of all three parties (CAUT, ACTRA and CTF) across the country as well as in the forthcoming revisions to the copyright act. The Consortium would also help in preparation of material to assist members to understand their rights in regard to television contracts and copyright and deal, if necessary, with national bodies such as the CBC and CTV in relation to educational programmes produced by these networks.

Collective Bargaining Committee Resurrected

C.A.U.T. Board Acts on Report

by Israel CINMAN

The Collective Bargaining Committee of the CAUT, dormant for one year, has been resurrected by the CAUT Board, which met March 23 and 24 in Ottawa.

The Committee was given a new lease on life following two reports on Collective Bargaining submitted by Marie-Claire Pommé, which deal with the question of certification and relationships between local associations and CAUT.

In view of these two issues, Professor Donald Savage, the Executive Secretary of the CAUT, speaking on behalf of the Executive, felt that it was appropriate to reactivate the Collective Bargaining Committee.

He said that the committee could study the two reports and produce a statement of principles concerning CAUT's policy in the matter of certification, which should be ready for discussion at the October Board meeting.

In the general discussion that followed, the members raised questions about possible affiliation with CUPE (Canadian Union of Public Employees) and CLC (Canadian Labor Congress), and suggested that some sort of a primer

on collective bargaining, similar to the existing primer on tenure, be produced.

The Board moved that the Collective Bargaining Committee attempt to produce an interim report for the May meeting, and that this report be prepared in consultation with the University Governance and Economic Benefits Committees of the CAUT.

The total question of collective bargaining and its relevance to university faculty will be subject for discussion at a Collective Bargaining Workshop to be held at the Council meeting in May.

* * * *

The Board of CAUT has ordered a study made of the grants, bursaries and loans now available to Canadian university students, and passed a resolution opposing discriminatory fee structures that charge out-of-province students more to attend university than students in their own province.

The Board also passed a motion authorising the Executive Secretary of the CAUT to prepare documentation on the question of loans, bursaries and related matters, which should be available for study at the Council meeting in May.

* * * *

Daniel Defence Fund Established

A Legal Defence Fund Committee has been established to help Mrs. Catherine Daniel meet costs of a libel suit brought by her against the AUCC (Association of Universities and Colleges of Canada), Mount Allison University and Dr. Cyril Poole, the former Dean of Arts and Science at Mount Allison.

Mrs. Daniel's legal action stems from information released by the AUCC which stated that "Mrs. Daniel's work as a teacher has been reported 'unsatisfactory' for several years, . . . (and students) sought appointments with Dean Poole . . . to complain about her poor teaching and unbecoming behaviour" (AUCC Memorandum on the Daniel Case, University Affairs, Vol. 11, No. 8, October 1970).

A source close to Mrs. Daniel said that this quote, in the context of a dismissal text, seemed to indicate that "unbecoming behaviour" was one of the reasons for dismissal.

The Daniel Legal Fund Committee was organized to help defray the costs of this case. The members of the Committee are Professor John F. Earl (University of New Brunswick), Trustee; Dr. Serge Morin (Université de Moncton), Committee Member and Dr. Katherine Strouch (St. Thomas University), Committee Member. Donations and requests for information should be sent to Dr. Earl. Donors should indicate whether they wish to have the unused funds returned to them.

Mrs. Catherine Daniel was appointed to the Mount Allison Conservatory as a voice teacher in 1956. The Conservatory became the Department of Music of the University in 1962, and its teachers were given university ranks. Mrs. Daniel is considered to have tenure as an instructor.

In 1969, Mrs. Daniel was informed that her work was unsatisfactory, that if she did not resign, formal steps would be taken to dismiss her. She chose not to resign, whereupon the President drafted an ad hoc procedure for dismissal hearings, subsequently revised by the University Senate. The

Mount Allison Faculty Association raised a number of objections to the proposed procedures: it did not provide for a Hearing Committee decision binding on all parties, it did not provide for a committee composed of faculty members from outside Mount Allison University, it permitted the President to serve both as one who decides that there are grounds for recommending dismissal and as a member of the Committee of the Board which decided whether to accept the Hearing's recommendations.

President Cragg took the position that the senior administrators and Board could be relied upon to be impartial. Mrs. Daniel protested that she wanted a

formal hearing which satisfied the requirements advocated in the CAUT Policy Statement, but would not submit to a hearing according to the Mount Allison ad hoc procedure. President Cragg made his recommendations to the Board's Executive Committee and Mrs. Daniel was dismissed without a hearing.

The CAUT after long and unsuccessful negotiations with President Cragg and the Board of Regents of the university has censured the President and the Board of Regents for "refusing to establish an arbitration to determine if adequate cause exists for the dismissal of Mrs. Daniel as tenured faculty member of Mount Allison University."

Catherine Daniel Legal Defence Fund Committee

Dr. John F. Earl (University of New Brunswick) Trustee

Dr. Serge Morin (Université de Moncton) Committee Member

Dr. Katherine Strouch (St. Thomas University) Committee Member

Donations and enquiries should be directed to Dr. Earl. Donors should indicate whether they wish to have the unused funds returned to them.

Programme de bourses à l'Université d'Ottawa

L'Association des Professeurs de l'Université d'Ottawa a lancé, lors de son assemblée générale en avril 1972, un programme de bourses aux étudiants qui constitue d'ores et déjà un succès sans précédent. En effet, 762 membres de l'Association contribuent actuellement à ce fonds spécial pour une somme déduite régulièrement de leur salaire. On pourra se faire une idée du montant des cotisations d'après le tableau présenté plus bas.

Il résulte de toutes ces contributions que l'APUO reçoit \$634.00 par mois (\$7,500 par année) pour son fonds spécial. Notre Association est, jusqu'à plus ample informé, la première au pays à établir un programme de bourses aux étudiants de cette importance.

Nous mettons, à la disposition des étudiants méritants qui ont besoin d'aide financière cette année, l'argent que nous avons déjà reçu sous la forme de prêts sans intérêt, payables à la fin de l'année académique. Le bureau de l'Aide Financière aux Étudiants coopère pleinement avec l'APUO au tri des demandes de prêt.

Soixante bourses environ, d'un montant de \$125.00 chacune seront allouées en septembre 1973; elles seront distribuées par chaque faculté ou école d'après le nombre d'inscriptions. Les représentants de chaque faculté ou école au Bureau de Direction et les membres qu'ils pourront nommer constitueront des comités pour sélectionner les candidats inscrits dans leur faculté ou école suivant le besoin financier, le niveau académique et les promesses des étudiants.

L'annuaire académique de chaque faculté mentionnera le programme de bourses. Les bureaux de l'Aide Financière aux Étudiants, des Admissions, du Registraire et des Relations Extérieures ont offert leur collaboration pour informer les intéressés.

**Tableau de contribution
suggérée par rang**

Grade	Déduction annuelle	Déduction semi-mensuelle
Chargé de cours	\$ 6.00	25¢
Professeur adjoint	7.68	32¢
Professeur agrégé	9.60	40¢
Professeur titulaire	12.00	50¢

Provincial Faculty

Association

Formed

The Confederation of University Faculty Associations of British Columbia was established at a meeting held at the University of Victoria on March 3, 1973.

The Confederation grew out of a coordinating committee established 18 months ago by the four constituent members — the Faculty Association of the University of British Columbia, Notre Dame University, Simon Fraser University and the University of Victoria.

The aims of the new Confederation are to promote the quality of education and the interests of faculty members at the universities by the exchange and coordination of information, communica-

tion with governments, provincial university agencies and other bodies, and formulation of policy to recommend to individual faculty associations.

The Board of the CAUT which met in Ottawa on March 23 and 24, noted the formation of the B.C. body and recommended to Council that it approve affiliation of the new Confederation with the Canadian Association of University Teachers.

The officers of the Confederation are Professor C. D. Doyle (University of Victoria), President; Professor A. MacPherson (Simon Fraser University), Vice-President; Professor P. Montgomery (U.B.C.), Treasurer and Professor J. C. E. Greene (University of Victoria), Secretary.

Council to Meet in P.E.I.

The Canadian Association of University Teachers will be holding its Council meeting on May 17-19 in Charlottetown, Prince Edward Island.

The Council, charged with conducting the affairs of the Association which represents over 18,000 university professors across Canada, will consider the question of collective bargaining for professors and the issue of tenure and cutbacks — two subjects which have, of late dominated discussions in Canadian universities.

The Council will also examine the question of educational television and will study reports and consider legislation relating to censure of certain Canadian universities.

Some 150 delegates, observers and

guests will attend the two-day conference, which this year will be hosted by the Faculty Association of the University of Prince Edward Island.

Highlighting the two-day proceedings will be a panel discussion on Tenure and Cutbacks with Dr. Max Wyman (President, University of Alberta), Dr. B. B. Kymlicka (Secretary, Committee on Post-Secondary Education of Ontario), and Dr. A. E. Malloch (Chairman, Academic Freedom and Tenure Committee) taking part and Professor J. Judson (Law, University of Western Ontario) chairing the discussion; the presentation of the Milner Award for "actions undertaken on behalf of academic freedom" to J. Percy Smith (Vice-President Academic, Guelph University); and the announcement of the winner of the J. H. Stewart Reid Memorial Fellowship.

Vacancies

Postes vacants

ADMINISTRATION

CARLETON UNIVERSITY. Dean of Student Services. Responsibility for liaison with Students' Association, counselling and health services, awards, placement, housing, food services, athletics, freshman orientation, encouragement of student participation in university government. Relevant experience mandatory. Salary open. Appropriate academic rank for a suitable candidate. Effective date of appointment: 1 July 1973. Closing date: when suitable candidate is selected. Enquiries should be addressed to Dean R. A. Wendt, Faculty of Arts, Division II, Carleton University, Ottawa, Ontario.

ANTHROPOLOGY

UNIVERSITY OF WATERLOO. Department of Anthropology. Applications are invited for an **Associate or Full Professor**, beginning July, 1974. Preference will be given to someone with an interest in some aspect of social-cultural anthropology with an area specialty outside North America or with Eskimo peoples.

We also have a one year vacancy for a **Lecturer or Assistant Professor** beginning Fall, 1973. This person should be able to teach a course in Indians of North America or Eskimo Cultures and a fourth year honours seminar in Social-Cultural Theory. Salary minimum currently: Assistant Professor — \$12,300.00; As-

sociate Professor — \$15,900.00; Full Professor — \$20,800.00. Applications, including **vitoe** and three references should be sent to: Executive Committee, Department of Anthropology, University of Waterloo, Waterloo, Ontario.

BACTERIOLOGY

THE UNIVERSITY OF WESTERN ONTARIO. Department of Bacteriology and Immunology. Applications are invited from qualified persons for the position of Chairman of the Department. The Chairman will be responsible (a) for the administration of departmental affairs in five faculties (b) for the organization of its undergraduate and graduate teaching programs and (c) for the co-ordination of its research activities. The initial appointment will be for a period of three to five years, but is renewable. Candidates should have a Ph.D. and/or M.D. or equivalent in Microbiology and/or Immunology. The salary will be appropriate to the qualifications of the candidates. Applicants should contact Dr. D. Bocking, Dean, Faculty of Medicine, The University of Western Ontario, London, Ontario, N6A 3K7 before April 30, 1973. The appointment will become effective July 1, 1974.

BIOLOGY

BROCK UNIVERSITY. Department of Biological Sciences. Applications are invited for the post of Assistant Professor (Biochemistry) in the Department of

Biological Sciences. The appointment is for an initial period of two years, effective July 1, 1973 and may be renewed for a further two-year period dependent upon circumstances obtaining upon its termination. While salary will be dependent upon qualifications and experience, the minimum for the rank of Assistant Professor is \$12,000 per annum. A reasonable removal allowance will be provided. Strong commitment to, and ability in, undergraduate instruction is essential as the appointee will be expected to participate in the biochemical aspects of team-taught courses at the level of Years II and III. Provision will be made for presentation of more advanced work at the senior and graduate level in the appointee's area of specialization. The successful candidate will also be expected to establish a productive research program and to undertake supervision of graduate students. Applications should include a **curriculum vitae**, academic transcripts, re-prints of published work and the names and addresses of three referees familiar with the applicant's research and academic work. Apply to: Dr. Arthur H. Houston, Professor and Chairman, Department of Biological Sciences, Brock University, St. Catharines, Ontario.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. Applications are invited for a position as Assistant Professor with specialization as indicated in the paragraphs below. Position is for one

year duration, commencing September 1, 1973, as sabbatical replacement. Candidate should have a Ph.D., preferable with postdoctoral research experience. Salary will be commensurate with qualifications but is not likely to be above the Assistant Professor level.

Zoology-Ethology: To teach a two-term course in Ethology and a one-term course in Human and Mammalian Anatomy. Applications, with **curriculum vitae** and names of three referees should be sent to: Bruce G. Cumming, Professor and Chairman, Department of Biology, University of New Brunswick, Fredericton, New Brunswick, Canada. Applications may be received until June 1, 1973 or until position is filled.

UNIVERSITY OF NEW BRUNSWICK. **Department of Biology.** Applications are invited for a position as Assistant Professor with specialization as indicated in the paragraphs below. Position is for one year duration, commencing September 1, 1973, as sabbatical replacement. Candidate should have a Ph.D., preferably with postdoctoral research experience. Salary will be commensurate with qualifications but is not likely to be above the Assistant Professor level.

Microbiology: To teach a one-term course in Applied Microbiology and to assist in a two-term course in General Biology. The successful candidate should have a broad knowledge of microbiology. Applications, with **curriculum vitae** and names of three referees should be sent to: Bruce G. Cumming, Professor and Chairman, Department of Biology, University of New Brunswick, Fredericton, New Brunswick, Canada. Applications may be received until June 1, 1973, or until position is filled.

UNIVERSITY OF NEW BRUNSWICK. **Department of Biology.** Applications are invited for a position as Assistant Professor with specialization as indicated in the paragraphs below. Position is for one year duration, commencing September 1, 1973, as sabbatical replacement. Candidate should have a Ph.D., preferably with postdoctoral research experience. Salary will be commensurate with qualifications but is not likely to be above the Assistant Professor level.

Cell and Molecular Biology: To teach a one-term introductory course in Cell Biology and collaborate in a two-term course in Advanced Cell and Molecular Biology. Duties will include supervision of graduate students in the areas of in-

formational macromolecules, cell cycle regulation and cell-viral interactions.

Applications, with **curriculum vitae** and names of three referees should be sent to: Bruce G. Cumming, Professor and Chairman, Department of Biology, University of New Brunswick, Fredericton, New Brunswick, Canada. Applications may be received until June 1, 1973 or until position is filled.

UNIVERSITY OF NEW BRUNSWICK. **Department of Biology. — Instructors in Biology.** Applications are invited for three renewable academic positions of Instructor in Biology. The minimum qualifications required are a Bachelor of Science or Arts degree majoring with good standing in Biology. Candidates with some former teaching experience will be preferred. The primary areas of responsibility will be to assist with the organization, instruction, and tutoring required for courses in the second year biology curriculum that covers plant and animal diversity, structure and function, genetics, and experimental and laboratory techniques, and third year Animal Physiology Courses. The minimum salary for the academic year, starting July 1, 1973, will be \$6,500. Applications, with **curriculum vitae** and the names of three referees should be sent, as soon as possible, to: Bruce G. Cumming, Professor and Chairman, Department of Biology, The University of New Brunswick, Fredericton, New Brunswick.

UNIVERSITY OF WATERLOO. **Department of Biology.** Applications are invited for the following five positions: (1) **Zoology: Assistant Professor.** To teach undergraduate courses in animal physiology with emphasis on vertebrates. Definite-term appointment, initially two years. Qualifications: Ph.D. Minimum salary \$12,300 per annum. (2) **Botany: Assistant Professor.** To teach undergraduate courses in plant morphology and morphogenesis; to assume full responsibility for the senior course in this field and to take part in the introductory course. Definite-term appointment, initially two years. Qualifications: Ph.D. Minimum salary \$12,300 per annum. (3) **Animal Physiology: Senior Demonstrator.** To take charge of advanced

laboratories. Definite-term appointment, initially two years. Qualifications: A.B.D. or Ph.D. Minimum salary \$11,000 per annum. (4) **General Microbiology: Teaching Post-doctorate Fellow.** Primarily, to take charge of laboratories; secondarily, to lecture in the same courses as required. Definite-term appointment, initially two years.

Qualifications: Ph.D. Minimum salary \$11,500 per annum. (5) **Animal Physiology: Assistant Professor.** To teach undergraduate and graduate courses, and to train graduate students, in vertebrate physiology; candidates with a strong research background in vertebrate physiology, especially reproductive physiology, will be preferred. Probationary-term, initially three years. Qualifications: Ph.D. Minimum salary \$12,300 per annum. Applications, including **curriculum vitae** and names of three referees should be sent to: Dr. Philip S. Corbet, Chairman, Department of Biology, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

BOTANY

UNIVERSITY OF GUELPH. **Department of Botany and Genetics — Systems Ecologist.** Applications are invited for position of Assistant Professor effective September 1, 1973. Post includes teaching a large undergraduate course in introductory ecology. A research interest in systems modelling involving plant/animal/environment components is desirable. Applicants should submit **curriculum vitae** and the names of three references by July 15, 1973 to: Dr. W. G. Barker, Chairman, Selection Committee, Department of Botany and Genetics, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

BUSINESS ADMINISTRATION

THE UNIVERSITY OF CALGARY. **Faculty of Business.** The Faculty of Business is expanding its program in management and accounting. Projected enrolment for 1973-74 is 800 undergraduates, with a graduate program to begin in 1974. Appointments effective July 1/September 1, 1973 and 1974.

DEPARTMENT OF GEOGRAPHY THE UNIVERSITY OF CALGARY

JUNIOR FACULTY POSITION: Physical Geographer. Preference for candidate with interests in climatology and/or biogeography. Doctorate should be complete for rank of assistant professor. Salary schedule (currently under review): Instructor \$8,440-\$11,165; Assistant Professor \$11,220-\$14,975.

DEMONSTRATOR: Full-time teaching position with responsibilities for the development and supervision of laboratories in two first-year geography courses. Minimum qualification: Master's degree in geography. Twelve month contract. Salary schedule (currently under review): \$8,400-\$11,165.

APPLICATIONS for either of the above positions (including Curriculum Vitae and names of three referees) to Dr. Michael R. C. Coulson, Department of Geography, the University of Calgary, Calgary, Alberta, T2N 1N4, Canada.

NOTICE: To University Faculty of Canadian Universities and Colleges — all references or materials concerning Canadian attitudes to non-Canadian Teaching Personnel or articles concerning "De-Canadianization of Canadian Universities" would be greatly appreciated. An annotated bibliography is being prepared. Please send to: Professor P. Wokil, Department of Sociology, University of Saskatchewan, Saskatoon Campus, Saskatoon, Sask.

Salary range: Professors \$20,255 —; Associates 15,030 — 20,205; Assistants 11,220 — 14,975 (all ranks under review). Applications and Resumes should be sent to: Dr. Stephen G. Peitchinis, Dean; Faculty of Business, The University of Calgary, 2920 — 24 Avenue N.W., Calgary, Alberta, T2N 1N4.

CHEMISTRY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Chemistry.** Postdoctoral Fellowship for research on reactive intermediates by matrix isolation techniques, Ph.D. in vibrational spectroscopy preferred. Annual salary \$7,400 upwards. Send **curriculum vitae** to: Dr. M. J. Newlands, Department of Chemistry, Memorial University of Newfoundland, St. John's, Nfld.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Department of Chemistry.** M.Sc. and Ph.D. Programmes in Chemistry. Enquiries are invited from students who have, or expect to receive, an Honours B.Sc. (or equivalent) for admission to programmes leading to an M.Sc. or Ph.D. in Chemistry. Excellent facilities are available for research in the following areas: Organic and organometallic synthesis, organic photochemistry, heterocyclics, natural products, spectroscopy, solution and gas phase kinetics, surface chemistry, electrochemical catalysis and metal deposition, environmental chemistry and coordination chemistry. Fellowships may be available for suitably qualified applicants and may be supplemented by payment for demonstrating duties. For further information send a short **curriculum vitae** to Dr. M. J. Newlands, Head, Department of Chemistry, Memorial University of Newfoundland, St. John's, Newfoundland, Canada.

YORK UNIVERSITY. **Inorganic Chemistry.** Applications are invited for the position of Assistant Professor of Inorganic Chemistry. Candidates should have a minimum of two years post-doctoral experience. Duties: undergraduate and graduate teaching, and the conduct of an independent research program. Present salary minimum, \$11,650, per annum. Applications with the names of at least two referees should be sent as soon as possible to: G. O. Aspinall, Dept. of Chemistry, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3. Date of appointment: July 1, 1973 or as soon as possible.

COMMUNICATION ARTS

UNIVERSITY OF WINDSOR. **Department of Communication Arts.** Position: Assistant or Associate Professor. Requirements: Ph.D. or M.A. with experience in Canadian journalism. Duties: To teach undergraduate courses in Press Studies and one other area such as photojournalism, media research, history, or criticism. Salary: Dependent on qualifications. Inquiries: Dr. Stuart A. Selby, Head, Department of Communication Arts, University of Windsor, Windsor, Ontario N9B 3P4. Appointment: July 1,

1973. Closing date for applications: May 15, 1973.

COMPUTER SCIENCE

UNIVERSITY OF WINDSOR. **Computer Science.** Applications are invited for a full-time appointment to the School of Computer Science, to teach in a fully developed undergraduate program. Candidates should have an advanced degree in Computer Science or in a cognate field, and should have experience in systems software, or in commercial systems analysis and design. Previous teaching experience will be a distinct advantage. Rank and salary will be commensurate with qualifications and experience. Applications, or requests for further information, should be directed to: Dr. E. W. Channen, Director, School of Computer Science, University of Windsor, Windsor, Ontario N9B 3P4.

COMMUNICATION DISORDERS

MCGILL UNIVERSITY. **School of Human Communication Disorders.** Ph.D. audiologist with some experience of work with children required for new appointment at the Montreal Children's Hospital. Joint academic appointment at Assistant Professor level available. Details from Dr. Daniel Ling, Director, School of Human Communication Disorders, 1266 Pine Avenue West, Montreal H1Z, P.Q.

DENTISTRY

THE UNIVERSITY OF ALBERTA. **Faculty of Dentistry — Anatomist/Histologist.** Applications are invited for a full-time position in Oral and Dental Histology. Candidates possessing Ph.D. and dental degrees will be given preference. Undergraduate and graduate teaching responsibilities, plus participation in establishing a new Ph.D. Oral Biology program. Salary and rank depend on qualifications and experience. Enquiries, with current **curriculum vitae**, to: Wm. T. Harley, DDS, MSD, Staff and Recruitment Committee, Faculty of Dentistry, University of Alberta, Edmonton, Alberta, Canada.

EDUCATION

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of Adult Education.** 1. Title: Assistant Professor. 2. Qualifications: Candidate should have academic experience and qualifications plus experience in the field. Major field or interest preferably adult learning and maturation. 3. Duties: Teaching, supervision of students, research, participation in departmental government. 4. Effective date: July 1, 1973. 5. Closing date for applications: May 15, 1973. Inquiries should be sent to: Dr. Alan Thomas, Chairman, Department of Adult Education, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of**

Curriculum. 1. Two or more appointments to be made in the following areas: Social Studies; General Curriculum — Secondary Level; Second Language Teaching — Psycholinguistics; English, Language Arts and Literature; Reading — Secondary; Creative Arts. 2. Qualifications: Doctorate and teaching experience in schools. Special consideration to applicants with expertise in more than one of the above. 3. Duties: Responsibilities include teaching in graduate program, research and development. 4. Salary: Open, according to qualifications and experience. 5. Effective Date: July 1, 1973. Inquiries should be sent to: Professor F. Michael Connolly, Department of Curriculum OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of History and Philosophy of Education.** Positions in Education: 1. Title: Two sessional vacancies. Rank open, probably Assistant or Associate Professor. 2. Qualifications: History and/or Philosophy of Education with specific consideration given to candidates with experience in graduate teaching in the areas of Alternatives in Education, Concerns of Minority Groups in Canadian Education. 3. Nature of Duties: Teaching, research, field development. 4. Salary: Commensurate with qualifications and experience. 5. Inquiries to be sent to: Trevor J. Wigney, Chairman, Department of History and Philosophy of Education, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6. 6. Effective date of appointment: July 1, 1973. 7. Closing date for applications: When position filled.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Department of Sociology in Education.** 1. Title: Assistant or Associate Professor level for Ph.D. in Sociology. 2. Qualifications: Able to teach Research, Methods and Statistics at the graduate level. Preference will be given to candidates who have strong substantive commitment to research in the Sociology of Education. 3. Duties: Teaching, advising of graduate students, research and development activity within the field of Sociology of Education. 4. Effective date: July 1, 1973. 5. Closing date for applications: April 30, 1973. Inquiries should be sent to: Dr. E. B. Harvey, Chairman, Department of Sociology in Education, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

UNIVERSITY OF MANITOBA. **Curriculum: Humanities and Social Sciences.** Applications are wanted for a position of Assistant or Associate Professor. Responsibilities are teaching, supervision of field activities and research in Early Childhood Education. Candidate should hold a minimum of a M.Ed. in Early Childhood Education, with a Ph.D. preferred. Applicants are requested to write, enclosing **curriculum vitae**, to: Dr. R. L. Hedley, Assistant Dean, Faculty of Education, University of Manitoba, Winnipeg R3T 2N2, Manitoba.

Appointment would be July 1, 1973 with closing date for applications May 15.

ENGLISH

UNIVERSITY OF SASKATCHEWAN. Department of English. Applications are invited for a senior opening, effective July 1, 1973, for a teacher of and supervisor of research in literature of the Romantic period. Minimum salaries for 1973-74 are \$15,750 for Associate Professors, \$20,500 for Professors. Apply to: Chairman, Department of English, University of Saskatchewan, Saskatoon, Sask.

ENVIRONMENTAL BIOLOGY

UNIVERSITY OF GUELPH. Department of Environmental Biology. Required: Economic entomologist, preferably with some experience in the fruit and/or ornamental field. Duties — teach a course in advanced economic entomology and one in biological control of insects. Supervise graduate students and participate in teaching graduate courses in entomology. Conduct research in chemical and biological control of plant pests. Appointment to be made as soon as possible. Salary commensurate with experience. Apply to: Dr. F. L. McEwen — Department of Environmental Biology, University of Guelph, Guelph, Ontario.

FORESTRY

LAKEHEAD UNIVERSITY. School of Forestry. Applications for senior appointments are invited for the following five areas of concentration: fish and wildlife management; forest pathology — protection; forest management — land use planning; forest mensuration; forest hydrology — soils. Teaching Duties: Undergraduate teaching in area of specialization and allied basic subjects in the undergraduate curriculum. Administrative Duties: Assisting in the growth and development of the School of Forestry and the organization and development of graduate studies. Qualifications: Post-graduate degree or equivalent in area of specialization. Practical experience and university level teaching are desirable. Salary and rank commensurate with qualifications. Application and resume should be addressed to: Mr. Donald E. Ayre, Secretary of the University, Lakehead University, Oliver Road, Thunder Bay "P", Ontario.

GEOGRAPHY

BRANDON UNIVERSITY. Department of Geography. Two positions available: 1. Assistant Professor; salary floor \$11,000. Undergraduate instruction in soils and rural land use or planning; balance of teaching load selected from weather and climate, agricultural geography, population, etc., and regional interest other than North America. Ph.D. required, preferably with teaching experience. 2. Visiting Professor; salary negotiable to ceiling of \$10,000. for a nine-month appointment. Undergraduate courses in introductory human geography and the regional geography of Canada; balance of teaching load drawn from

economic development, manufacturing, agricultural geography, planning, population, etc., and regional interest other than North America. Require experienced teacher, preferably with Ph.D. Both appointments effective September 1st, 1973. Applications with *vitae* and names of referees by April 30th (though later applications may be considered) to Dr. John L. Tyman, Chairman, Department of Geography, Brandon University, Brandon, Manitoba, Canada.

UNIVERSITY OF WINDSOR. Department of Geography. One year or semester appointment(s). Salary to Associate Professor level. To replace absent faculty member. Instructional area in history of geographic thought, cultural geography, demography and, or statistical geography. Applicants should send *vitae*, samples of completed research papers, and names of two referees. Canadians preferred. Apply: Dr. Frank Innes, Chairman, Department of Geography, University of Windsor, Windsor, Ontario. 519-253-4232 Ext. 446.

GEOLOGY

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Geology — Professor of Petroleum Geology. A petroleum geologist is required to complement present staff in an active, medium-sized geology department at Memorial University of Newfoundland. The successful candidate will be expected to teach at undergraduate and/or graduate levels, to establish liaison with scientists in local government, industry and in Atlantic region research institutes. Practical experience in several phases of petroleum exploration is a minimum requirement, candidates with research interest in carbonate rocks or some aspect of marine geology will receive preference. Salary and rank will be commensurate with qualifications and experience. Apply to: Head, Department

of Geology, Memorial University of Newfoundland, St. John's, Newfoundland, Canada. Effective date of appointment — 1 September 1973. Closing date for receipt of applications — 30 June 1973.

HISTORY

SIR GEORGE WILLIAMS UNIVERSITY. Department of History. The Department requires a Professor with publications and teaching experience, especially at the Graduate level. Field: Modern Canada and/or History of Quebec. Salary: \$18,000 to \$20,000. Send applications to: Robert E. Wall, Jr., Chairman, History Department, Sir George Williams University, Montreal 107, Quebec.

SIR GEORGE WILLIAMS UNIVERSITY. Department of History. One year replacement position for an Assistant/Associate Professor with Ph.D. and some publications and teaching experience. Field: Specialization in Early Modern Europe. Salary: \$12,000 to \$17,000. Apply to Robert E. Wall, Jr., Chairman, History Department, Sir George Williams University, Montreal 107, Quebec.

LANGUAGES

UNIVERSITY OF GUELPH. Department of Languages. Lecturer (a 2 semester appointment, September 1, 1973 — April 30, 1974), Ph.D. or near completion, an excellent command of Spanish, including oral Spanish. Teaching undergraduate courses in Spanish language and a field of peninsular literature, preferably Golden Age. Salary: \$8,000. Applications to N. R. Johnson, Acting Chairman, Department of Languages, University of Guelph, Guelph, Ontario (N1G 2W1). Appointment September 1, 1973.

LAURENTIAN UNIVERSITY. Department of Modern Languages. Applica-

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tions are invited for one or two positions in Russian and German. Candidates must have at least the M.A. degree. Preference is given to bilingual candidates (French-English). Ability is required to instruct mainly in the languages at the undergraduate level. The salary will be dependent on qualifications, and the date of appointment is September 1, 1973. Candidates should write to: Dr. E. Wright, Associate Dean, Humanities, Laurentian University, Sudbury, Ontario.

LIBRARY SCIENCE

DALHOUSIE UNIVERSITY. Library. Head of Collections Development for University Library. Position involves responsibility for developing the book and non-book collection in Science, Social Science and Humanities for undergraduate, graduate and research use. Includes continuing contact with faculty and training of subject specialists in all areas. Library degree not required but a broad interdisciplinary background and interest in collection development. Position available June 1, 1973, salary is open. Apply to Mrs. Dorothy L. Cooke, University Librarian, Dalhousie University Library, Halifax, Nova Scotia, before May 30th.

UNIVERSITY OF GUELPH. Library. Applications are invited for the position of Head of the Humanities Division. Supervision of reference and general reader service in Philosophy, Psychology, Religion, Education, Fine Arts, Music, Language and Literature. Two reference librarians and four support staff. M.A. or equivalent plus M.L.S. from an accredited Library School. Minimum of five years' relevant experience, including some administration. Salary by negotiation. Appointment to be effective May 1, 1973, or when filled. Please refer to this advertisement in your application. Applications should be addressed to: Miss M. D. Cameron, Assistant Librarian for Personnel, The Library, University of Guelph, Guelph, Ontario N1G 2W1.

MUSIC

BRANDON UNIVERSITY. School of Music. 1. **Music:** Performing oboist or clarinetist with M. Mus. degree or above, and with ability as orchestral conductor or as teacher of Freshman theory class. Rank: Lecturer, or above. Salary: floor of \$8,500. Application to: Professor Lorne Watson, Director, School of Music, Brandon University, Brandon, Manitoba. Date of appointment: September 1, 1973.

2. **Music:** Performing brass player with M. Mus. degree or above, and with ability as orchestral conductor or as teacher of Freshman theory class. Rank: Lecturer, or above. Salary: floor of \$8,500. Application to: Professor Lorne Watson, Director, School of Music, Brandon University, Brandon, Manitoba. Date of appointment: September 1, 1973.

NURSING

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. School of Nursing. Two positions for teachers with specialization in one medical-surgical nursing, maternal and child nursing, psychiatric nursing. Master's degree preferred, but Bachelor's degree plus experience may be considered. Rank and salary commensurate with qualifications and experience. Starting date September 1, 1973. Applications should be addressed to the Director, School of Nursing, Memorial University of Newfoundland, St. John's, Newfoundland.

PHILOSOPHY

UNIVERSITY OF MANITOBA. Department of Philosophy. Applications are invited for the position of Lecturer or Assistant Professor, depending on qualifications with preference given to persons holding a Ph.D. An interest in Nineteenth Century European Philosophy would be an advantage. Duties: Nine hours a week undergraduate teaching. Salary: \$11,000-\$12,000, depending on qualifications. Effective date of appointment: July 1, 1973. Inquiries to: Professor M. Stack, Chairman, Hiring Committee, Department of Philosophy, University of Manitoba, Winnipeg, Man. R3T 2N2.

UNIVERSITY OF WINNIPEG. Department of Philosophy. A position is available for a one-year sessional appointment as a sabbatical replacement. A Ph.D. is preferred. The responsibility of the position is to teach three courses including introductory philosophy — the history of philosophy. Any field of specialization will be considered. Salary is dependent upon qualifications and experience. The appointment will begin 1 September 1973. Apply to Dr. B. J. Stearns, Chairman, Department of Philosophy, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba R3B 2E9.

PSYCHOLOGY

UNIVERSITY OF MANITOBA. Department of Psychology. Applications are invited for 3 positions commencing July 1, 1973. Rank and salary according to qualifications. Preference will be given to applicants in sensory, perception, industrial and psycholinguistic areas, but applicants from other areas will be considered. Applications should be sent to A. H. Shephard, Head, Department of Psychology, University of Manitoba, Winnipeg, Manitoba.

UNIVERSITY OF WINNIPEG. Department of Psychology. A position is available for a Nursery School Instructor with a B.A. or B.Sc. and some experience in the area of nursery school training. Duties will be to instruct preschoolers in a university laboratory-demonstration school, to observe, record and evaluate the ongoing performance of the children and of the program. The successful applicant will be involved in some of the research activities of students and staff,

and in teacher-parent liaison. Salary is dependent upon qualifications and experience. This appointment will begin 1 September 1973. Contact Professor M. K. Kerr, Department of Psychology, University of Winnipeg, 515 Portage Ave., Winnipeg, Manitoba R3B 2E9.

UNIVERSITY OF WINNIPEG. Department of Psychology. An appointment at the rank of Assistant Professor or above will be made for a Ph.D. with specialization in Industrial Psychology and a background in one of Psychometrics, Clinical, Personality or Environmental Psychology. Some teaching and research experience is preferred. The person selected will be encouraged to develop programs in the community related to Industrial Psychology or to be actively engaged in research in these areas. Undergraduate teaching in Industrial and one of the above other areas will be required. Salary will depend upon qualifications and experience. The appointment will begin 1 September 1973. Write to Dr. J. J. Cote, Chairman, Department of Psychology, University of Winnipeg, Winnipeg, Man. R3B 2E9.

PHYSICAL EDUCATION

UNIVERSITY OF WINNIPEG. Department of Physical Education and Athletics — Recreation Division. An academic position is available for a person with a Master's degree in Recreation. The candidate must accept the leadership in establishing an "interdisciplinary" program in Recreational Studies in a growing department. Rank and salary dependent upon qualifications and experience. The appointment will begin 1 September 1973. Apply, including *curriculum vitae* and names of three references to Professor D. F. Anderson, Director of Physical Education and Recreation, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba.

UNIVERSITY OF WINNIPEG. Department of Physical Education and Athletics. A position is available for a sessional appointment for the 1973-74 academic year in the Physical Education Division. The responsibilities of the position include teaching a half course in Physiology of Stress; Director of Intramural Athletics and coaching men's volleyball at an intercollegiate level. Rank and salary are dependent upon qualifications and experience. The appointment will begin 1 September, 1973. Apply, including *curriculum vitae* and names of three references to Professor D. F. Anderson, Director of Physical Education and Recreation, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba R3B 2E9.

PHYSICS

UNIVERSITY OF GUELPH. Department of Physics. Several positions are available as Instructor in Physics. These positions are for a period of one year and candidates should possess an M.Sc. degree in Physics. The duties of an instructor are those of assistant to a professor

working with a large class of 1st year or 2nd year Science students. Salary in the neighbourhood of \$9,000/year according to qualifications and experience. The posts are available from 15th August 1973. Early application is desirable; latest date for applications is 1 June 1973, to: The Chairman, Department of Physics, University of Guelph, Guelph, Ontario.

UNIVERSITY OF GUELPH. Department of Physics. A vacancy exists for an Assistant Professor in Physics on a 1 year contractually limited appointment. Duties include teaching courses at the undergraduate level, and the successful applicant will be asked to join a research group working on either liquid state physics/biophysics/molecular physics/solid state physics/nuclear physics. The salary is \$12,000 per annum and the post is available from 1st September, 1973. Early application is desirable and in any case should be made before 1st June 1973, to Chairman, Department of Physics, University of Guelph, Guelph, Ontario N1G 2W1.

POLITICAL SCIENCE

CARLETON UNIVERSITY. Department of Political Science. The Department has a vacancy (vacancies) for a specialist in comparative government and politics and international relations with emphasis on the major Far Eastern powers; Canadian Government and politics, public administration and policy analysis. Ph.D. or equivalent required with teaching and supervisory experience. Position(s) at ranks commensurate with qualifications. Salary: in accord with scales for appropriate rank. Duties: teaching with supervision of graduate dissertation research. Apply to: Dr. K. Z. Paltiel, Chairman, Department of Political Science, Carleton University, Ottawa, Ontario K1S 5B6. Closing date for applications: until filled. Date of appointment 1 July 1973 (for senior applicants a later date could be negotiated).

RELIGIOUS STUDIES

UNIVERSITY OF WINNIPEG. Department of Religious Studies. A one-year sessional appointment (as a sabbatical replacement) is available to a person with a Ph.D. in hand or near completion. Duties will involve teaching courses in medieval and modern Catholicism and an introductory course in World Religions. Salary will be commensurate with qualifications and experience. This appointment will begin 1 September 1973. Contact Professor Carl Ridd, Chairman, Department of Religious Studies, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba R3B 2E9.

SLAVIC STUDIES

UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS. Department of Germanic and Slavic Studies. Applications are invited for a post of Instructor or Lecturer in Slavic Studies who will help develop Slavic program within the De-

partment and teach language and literature courses in Russian and Ukrainian at the undergraduate level. Fluency in Russian and Ukrainian is essential. Salary minimum — Instructor \$8,500 — Lecturer \$9,225 effective July 1, 1973. Inquiries or applications with references to: Dr. Guenter Kocks, Chairman, Department of Germanic and Slavic Studies, University of Saskatchewan, Regina Campus, REGINA, Saskatchewan S4S 0A2.

SOCIOLOGY

QUEEN'S UNIVERSITY. Department of Sociology. One position in preferred fields of Theory, Sociology of Law and French Canadian Studies, not necessarily for the year 1973-74. Applicants with substantial publication, research and teaching experience are invited to apply, with rank of full or associate professor. Apply to J. Lele, Department of Sociology, Queen's University, Kingston, Ontario.

UNIVERSITY OF WINNIPEG. Department of Sociology. A position is available for an Assistant Professor. Ph.D. required. Specialization in the following areas will be preferred: Criminology, Deviant Behavior, and Urban Sociology. Candidates will also be expected to teach Introductory Sociology. Salary will be commensurate with qualifications and experience. This appointment will begin 1 September 1973. Contact Dr. John R. Hofley, Chairman, Department of Sociology, University of Winnipeg, Winnipeg, Manitoba R3B 2E9.

SOCIAL WORK

LAURENTIAN UNIVERSITY. The School of Social Work. Requires: Three faculty members to fill vacancies in an expanding undergraduate degree program. Qualifications: Preferably a Doctoral degree in Social Work; Bilingualism preferred. Rank and Salary: Academic rank and salary commensurate with qualifications and experience. Successful candidates will have an opportunity to participate in the planning and development of an expanding and innovative bilingual undergraduate program in social work. Date of Appointment: July

1, 1973. Please apply to: Associate Dean of Professional Schools, Laurentian University, Ramsey Lake Road, Sudbury, Ontario.

STATISTICS

UNIVERSITY OF MANITOBA. Department of Statistics. A vacancy exists at the Associate Professor or Professor level for a theoretical or applied Statistician. The Department has a staff of about fourteen faculty members and offers well-established Masters, Honours and Major-Minor programs in Statistics. A Ph.D. program is expected to become operative by the Fall of 1973. Currently, about 1,500 students are registered in various courses offered by the Department. There are excellent library and computing facilities available. The Department is in the Faculty of Science and the other Mathematical Sciences departments are the Departments of Mathematics, Applied Mathematics and Computer Science. Salary will be commensurate with qualifications. Applications, with curriculum vitae and publications list, should be addressed to: Dr. B. K. Kale, Head, Department of Statistics, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.

VETERINARY MEDICINE

UNIVERSITY OF GUELPH. Department of Clinical Studies. — Ontario Veterinary College. The Department of Clinical Studies of the Ontario Veterinary College, University of Guelph requires an Associate Professor with extensive experience in Theriogenology related to large and small animals. The main duties of the appointment are the teaching of all aspects of animal reproduction at the undergraduate and graduate level. The position will be available as of August 1, 1973. The position requires an advanced degree, teaching experience, and capability for research. The applicant must be licensed or eligible for licensing to practise veterinary medicine in Ontario. Enquiries regarding the position can be made to: Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada.



by Pierre LEAHEY

On April 3, 1973, the Minister of Finance tabled a draft amendment to the Income Tax Act affecting the status of professors on sabbatical leave in foreign countries.

It will be recalled that the Act previously had the effect of exempting from income tax a portion of the income of professors who became non-resident. More particularly, a professor who became non-resident of Canada in the year 1971 or 1972 was exempt from tax on his income received from Canadian sources after the date of his departure until the end of the same fiscal year.

In the amendment tabled by the Minister of Finance, it is proposed that recipients of sabbatical leave allowances and research grants be subject to income tax if they become non-resident after February 19, 1973.

However, professors who became non-resident before February 19, 1973, the date on which the Minister announced his intentions to amend the Act, will be exempt from income tax on grants and allowances received from Canada after their departure and before the end of the fiscal year 1973. Apparently, the purpose of this provision is to avoid any retroactive effect.

For reasons of equity, the CAUT Income Tax Committee does not oppose this amendment. However the Committee, also for reasons of equity, has always maintained that if the Government made such income taxable, it should also allow the recipients to deduct certain expenses.

At the present time, some expenses are deductible from research grants (see the CAUT Tax Guide) but not from sabbatical leave allowances, which are considered as a continuation of salary. Quite obviously, those professors who had planned their activities on the basis of the present, unamended Act, will sustain a loss of available income. Moreover, it seems that the whole academic community will be adversely affected by this differential treatment of research grants and sabbatical leave allowances. In order to mitigate such effects, the Income Tax Committee made inquiries to the Department of National Revenue as to the possibility of paying sabbatical leave allowances in a different way so that they might be considered as research grants for income tax purposes.

The National Revenue Department's reply could be summarized as follows: the determining factor is not the way

in which the amount is paid to the professor. The important factor is the true legal nature of the payment. The following criteria are helpful in determining the nature of such payments:

(1) If the professor has a contractual right to sabbatical leave and the contract indicates the proportion of his salary that will be paid to him while on leave, the payment is a salary and not a research grant;

(2) If contributions to the university's pension plan are deducted from the payments, it would seem that the latter are in the nature of a salary;

(3) If the payment is recorded as a salary item by the university rather than as a research grant, it is then a salary and not a research grant;

(4) It would seem that in order that a payment be considered as a research grant, the university would have to have controlling right over the research work. Otherwise, it would be a salary. A change in the nature of the payment in the course of a sabbatical leave would mean that the professor waives his contractual right to sabbatical leave and relies on the possibility of obtaining research grants.

(5) Finally, the Interpretations Service of the Department of National Revenue mentions that it is possible to make corrections to the classification of payments made during a sabbatical leave. In other words, a university could state that a payment made in error in the form of a sabbatical leave allowance was in fact a research grant. The professor would then be entitled to a tax adjustment. However, the onus would be on the university to prove that an error was made in showing the income as a salary rather than as a research grant.

The CAUT also acted at another level and wrote to the Minister of Finance to draw his attention to the importance, for the whole academic community and for all the country, to deal fairly with university professors. We are specifically asking him to allow the deduction of certain expenses from sabbatical leave allowances. We have also asked to meet him to discuss these matters. A copy of this letter to the Minister of Finance was sent to all local associations.



par Pierre LEAHEY

Le 3 avril 1973, le Ministre des Finances a déposé un projet d'amendement de la Loi de l'Impôt sur le Revenu affectant le statut des professeurs en congé sabbatique à l'étranger.

On se rappellera que jusqu'ici la loi avait pour effet d'exempter de l'impôt sur le revenu une partie du revenu des professeurs devenant non-résidents. Plus précisément, le professeur qui devenait non-résident au Canada au cours de l'année 1971 ou 1972 était exempt d'impôt sur ses revenus de source canadienne reçus après la date de son départ jusqu'à la fin de la même année fiscale.

L'amendement déposé par le Ministre des Finances propose que les récipiendaires d'allocations de congé sabbatique et de subventions de recherche soient assujettis à l'impôt sur le revenu, s'ils deviennent non-résidents après le 19 février 1973.

Toutefois, les professeurs qui sont devenus non-résidents avant le 19 février 1973, date à laquelle le Ministre a fait part de son intention d'amender la Loi, seront exempts de l'impôt sur le revenu pour leurs subventions et allocations reçues du Canada après leur départ et avant la fin de l'année fiscale 1973. Cette mesure a pour but, semble-t-il, d'éviter tout effet rétroactif.

Le Comité de l'Impôt sur le revenu de l'ACPU, pour des raisons d'équité, ne s'oppose pas à cet amendement. Toutefois le Comité, également pour des raisons d'équité, a toujours soutenu que si le Gouvernement imposait ces revenus il devrait également permettre aux réci-

piendaires d'en déduire certaines dépenses.

Actuellement, certaines dépenses sont déductibles des subventions de recher-

(Suite à la page 12)

UNIVERSITY OF ALBERTA SPEECH PATHOLOGIST

In anticipation of a possible opening, applications are invited for a position on the teaching staff of the Division of Speech Pathology and Audiology.

Duties would involve teaching courses in **organics area**, developing research, and providing supervision for students in clinical practice.

Requirements: Ph.D. preferred, with several years of teaching and clinical experience.

Salary and rank commensurate with qualification and experience. Appointment date, either July 1 or September 1.

Applications and enquiries should be made to:

Dr. Einer Boberg, Chairman
Division of Speech Pathology & Audiology
School of Rehabilitation Medicine
University of Alberta
Edmonton, Alberta

che (voir le Guide de l'ACPU) mais non des allocations de congé sabbatique, considérées comme continuation de salaire. Il va sans dire que les professeurs ayant planifié leurs activités suivant la loi actuelle non amendée subiront une perte de revenu disponible. Par ailleurs, il semble que toute la communauté universitaire subira les effets néfastes de cette différence dans la façon de traiter les subventions de recherches et les allocations de congé sabbatique. En vue d'atténuer ces effets, le Comité de l'Impôt s'est enquis auprès du Ministère du Revenu National de la possibilité de verser les allocations de congé sabbatique d'une façon différente de sorte qu'elles puissent être considérées, aux fins de l'impôt sur le revenu, comme subventions de recherche.

En résumé, la réponse du Ministère du Revenu National est la suivante : le facteur déterminant n'est pas la façon dont la somme est versée au professeur. Ce qui importe c'est la véritable nature légale du paiement. Les critères suivants aident à déterminer la nature de ces paiements :

(1) Si le professeur a un droit contractuel à un congé sabbatique et que le contrat indique la proportion de son salaire qui lui sera versé durant son congé, le paiement serait un salaire et non une subvention de recherche.

(2) Si les contributions au régime de retraite de l'Université sont déduites des paiements il semblerait alors qu'il s'agisse d'un salaire.

(3) Si le paiement est porté au poste des salaires par l'Université plutôt qu'au poste de subventions de recherche, il s'agirait alors d'un salaire et non d'une subvention de recherche.

(4) Il semble que pour qu'un paiement soit considéré comme subvention de recherche il faille que l'université ait un droit de regard sur les travaux de recherche. Sinon, il s'agirait d'un salaire. Un changement dans la nature du paiement au cours d'un congé sabbatique pourrait signifier que le professeur re-

nonce à son droit contractuel au congé sabbatique et se fie à la possibilité d'obtenir des subventions de recherche.

(5) Enfin, le service des interprétations du Ministère du Revenu National mentionne qu'il est possible d'effectuer maintenant des corrections à la classification de paiements effectués pendant une année sabbatique. C'est-à-dire qu'une université pourrait déclarer qu'un paiement effectué par erreur sans forme d'allocation de congé sabbatique était véritablement une subvention de recherche. Le professeur aurait alors droit à un réajustement d'impôt. Cependant, l'Université aurait le fardeau de la preuve de l'erreur faite en déclarant le revenu

comme salaire plutôt que comme subvention de recherche.

L'ACPU a également agi à un autre niveau en écrivant au Ministre des Finances pour attirer son attention sur l'importance pour l'ensemble de la communauté universitaire et pour le pays tout entier, de traiter équitablement les professeurs d'université. Nous lui demandons, plus précisément de permettre la déduction de certaines dépenses des allocations de congés sabbatiques. Nous lui avons également demandé un rendez-vous afin de discuter de ces questions. Copie de cette lettre au Ministre des Finances a été envoyée à toutes les associations locales.

Faculty Obtains Certification

The Faculty Association of Notre Dame University of Nelson (FANDU) has been notified that its application for certification as a labour union has been approved by the Labour Relations Board of British Columbia.

All full-time and part-time teaching faculty members of the small publicly-owned university in south-eastern British Columbia thus became the first unionized university faculty in Western Canada. A previous application was rejected by the B.C. Labour Relations Board.

FANDU President, Dr. Alan Child, expressed his satisfaction with the decision. "We have been working without a negotiated agreement since July 1972. Our first application for certification followed an impasse in negotiations with the Board of Governors who have apparently determined to impose salaries and working conditions unilaterally. Fur-

thermore, the Board of Governors demanded changes in academic practice which were, in our opinion, inconsistent with twentieth century norms."

Dr. Barry Fawcett, Chairman of FANDU's negotiating committee, stated that the "first action to be undertaken by the new union will be immediately to reopen negotiations as provided for in the Labour Relations Act. We expect that our newly achieved status will promote effective and meaningful bargaining."

The Faculty Association's immediate goals are salary increases, increased fringe benefits and improved working conditions. The Association hopes to reach a salary level that is, according to Dr. Child, "comparable with most poorly paid public universities in Canada." Full-time professors at Notre Dame earn less than \$10,000 per year.

power over research grows out of the barrel of a gun, why should we believe Bonneau-Corry with respect to the payoff from "responsible planning"? Of course, there can be no guarantee about this payoff. But Bonneau-Corry wish to force a planning exercise upon us by means which must cause governmental minds to suspect our integrity.

Bonneau-Corry offer models of this planning exercise. They want committees in all directions. Universities would define research goals. So would provinces and the Dominion government. *Every* request for a research grant would be scrutinised within each university, and transmitted to the granting councils only if it meshed with the university's research policy. Therefore, only topics on the previously established university list could be funded from external sources. The list, in turn, would be in the keeping of another committee, which would revise it every two or three years.

Bonneau-Corry admit that this procedure interposes at least two new screening committees between the professor and the granting bodies. In effect, each of us would have to make his case three times over. Thus they feel necessary to demonstrate that the universities are responsible stewards of the research funds the public gives. For several reasons they expect we will acquiesce. First of all, universities are asked to adjust their promotion policies, giving more weight to undergraduate teaching and "reflective enquiry" and less to the "frontier research" for which external funding is alone required. Professors would respond by not trying to do so much research, and so they would not mind the more complex procedure. Secondly, no one would compel any professor to undertake any particular line of research. Admittedly, everyone would know what was on the three lists — Dominion, provincial, and local. And only listed topics would pass. We would be free to choose from the lists, and free to do no research at all. Thus, Bonneau-Corry believe, their proposal safeguards freedom of enquiry.

I do not wish to be unfair. It is easy, and tempting, to make the proposal sound more totalitarian than it need be. Everything depends upon the character of the lists. The broader the lists' definitions and categories, the less restrictive they would be. But then they would not do their job of rationalizing research. Bonneau-Corry must envisage a very detailed and precise listing. Indeed, they illustrate their system with a chilling example. A professor of philosophy would not be allowed to apply for a grant to hire three part-time assistants, buy books, and visit a major library, if his project — "a particular school of philosophical thought" — is not on his university's research list.

Regularity, Standardisation

How can a liberal scholar like Corry paint himself into a such a corner? I think he and Bonneau are

victims of the longing for regularity, standardisation, and "co-ordination" which has so often plagued us in Canada. Perhaps in the natural sciences costs are now so high that some such mechanisms are unavoidable. In the humanities and social sciences, as Bonneau-Corry recognise, it is certainly important to coordinate library planning. Such planning *may* affect the research-emphases on the various campuses. But books can move. So can microforms. So can professors. One need not import the Public Record office to do research in British history. On-line statistical services will soon bring data to the professor, no matter how poor his local library. In effect, Bonneau-Corry have conflated the planning of physical equipment with the planning of research activity. For all I know, in the natural sciences the link may be close. In the humanities and social sciences it is weak or non-existent. Bonneau-Corry do not recognise that different disciplines might properly plan differently.

The lists of Bonneau-Corry would certainly constrain our freedom of enquiry on all lines that demand research funding. Equally serious would be the prospect of delay. Months or years might pass until a proposal had passed the two internal screenings. Only then would any granting agency see it. And what would happen if the provincial and national lists should change while the university's Screening and Resources Committees were brooding? Everything we know of government research interests suggests that the lists would be spectacularly unstable.

Some of us have faced precisely this problem when dealing with the Ford Foundation, whose frantic gyrations have long been the despair of scholars. Ford did exactly what Bonneau-Corry want Ottawa, Queen's Park, and Victoria to do. It announced its priorities and invited applications from interested professors. But before a project was ready for submission, all too often Ford had gone off in pursuit of some other strange god. Let us suppose that a project had first to pass two internal committees, and that our masters were no more stable than Ford. Would any of us ever get any grants for anything?

Structure Time-consuming

There is a very different problem which is equally disturbing. The Bonneau-Corry structure would consume vast amounts of time — very valuable time. There are only so many hours in a day. The more time we spend on committees, on wrangles over priorities, on proposal-drafting, and on the innumerable tasks which Bonneau-Corry propose for us, the less time we shall have for research, teaching, and reflective enquiry. Furthermore, the most talented and creative and responsible professors must be the ones to run the Bonneau-Corry machine. In effect, we are asked to squander the scarcest of all resources on a planning exercise so as to use resources more effectively. It is really an extraordinary prescription. It is also unnecessary, at least for the social sciences.

Let us suppose that the universities are able to

PRIVACY AND COMPUTERS

information pollution

R. VOGEL

Privacy and Computers. A report of a Task Force established jointly by Department of Communications/Department of Justice. Information Canada, 1972. Pp. 236. \$2.50.

This document should be required reading for all those who have ever made up or will ever make up a questionnaire; for all those who require computer print-outs in their daily administrative chores; and for all those who have any respect for the notion of human dignity. It is a serious and sensitive report about the reduction of the human being to a series of "easily retrievable" and easily manipulated characters on a tape. It is a report which raises some very fundamental questions about the notion of privacy, and at the same time deals in a calm and rational manner with the existing data banks and the growing demand for information at all levels of social and private enterprise.

After exploring briefly the general dimensions of the issue (section I), a long section is devoted to empirical findings which present even the most casual reader with some fairly thought-provoking statements about the amount of information about individuals already available, the inaccuracy of that information in many cases, and the relatively weak security systems which exist in data banks.

In a more speculative section (section III) on the impact of computer technology, the report deals with various trends both in terms of the ability of the society to collect information and the ease with which the information can be obtained by nearly everyone. The report goes on to enumerate various areas of concern with regard to the individual's place in this burgeoning enterprise, and then spends (in section V) a considerable time exploring the legal dimensions of the problem.

The conclusions of the report seem eminently sensible. It points out that although there is a growing concern with regard to the notion of privacy, and there is a seemingly exponential increase in the amount of information required by ever-hungry computers, a "privacy crisis" has not yet

arrived, but will do so unless appropriate preventative measures can be taken. The report concludes: "The privacy crisis, unlike the ecology crisis which was predicted but largely ignored until severe damage had been done to the environment, need never happen."

The report, however, does not provide any real guidelines for the preventive of this kind of information pollution. It expresses many concerns but does not point to any restrictions which might prevent either inaccurate or simply unnecessary information from being collected at great expense. Nor does it provide any definitions, legal or otherwise, which might be used to protect individuals from having their personal lives exploited as data for anything from the selling of pornographic literature to the institution of new Ph.D. programmes. As is well known, many institutions want personal data from individuals for specific purposes — hospitals, schools, insurance companies, banks, credit bureaux, etc. — and these institutions sometimes use this information for purposes for which the individual did not intend it to be used. Perhaps even more pernicious is the growing habit of governments at all levels to feel entirely free to demand information about individuals from these institutions for purposes of "planning" or "accountability" — without any reference to the position of the individual in this process.

There can be little doubt that this particular problem is almost out of control in the educational institutions of Canada. "Paperwork" has always been a problem in large organizations, but this has now reached "pollution" proportions, with provincial governments attempting to obtain control both of funds and of programmes by the simple means of showering these institutions with questionnaires. A recent questionnaire addressed to school teachers demanded details about the students in their classes which included such items as "hours of labour" at birth; number of visits to doctors, "specify which kind" (especially psychologists), etc. It will be possible, if all institutions conform, to make up a profile of an individual student from pre-birth to school leaving — no doubt for many good reasons, but also without any regard to the fact that computers neither forget nor forgive, and that children, and even "people," do change.

I think it would be fair to say that information pollution has already reached the educational institutions of this country. It is sad to think that it is particularly in these institutions and in their relations with the provincial governments that the "human tendency to equate information with wisdom, and hence a tendency by some people to collect information for its own sake" (page 91) should have manifested itself on such a large scale.



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LA SYNDICALISATION DES PROFESSEURS D'UNIVERSITÉ : SUGGESTIONS ET MISES EN GARDE ¹

Marie-Claire POMMEZ ²

I. Possibilités

a) Sur le plan légal

Pour les fins de ce rapport nous dirons qu'un syndicat c'est tout simplement une association qui a obtenu son accréditation et qui par là devient capable de négocier une convention collective applicable aux membres qui sont inclus dans son unité d'accréditation. Toutefois, à titre de précision, on peut citer le Code du travail du Québec qui donne une définition similaire à celles données dans les autres provinces:

(art. 1) « Dans le présent code, à moins que le contexte ne s'y oppose, les termes suivants signifient: a) « as-

sociation de salariés » — un groupement de salariés constitué en syndicat professionnel, union, fraternité ou autrement et ayant pour buts l'étude, la sauvegarde et le développement des intérêts économiques, sociaux et éducatifs de ses membres *et particulièrement la négociation et l'application de conventions collectives* ³. »

L'accréditation d'unités de négociations composées de professeurs semble possible. En fait aujourd'hui le doute est simplement jeté sur une forme d'accréditation: l'accréditation par faculté telle que demandée à l'Université de Sherbrooke ⁴.

La capacité de négocier :

En Alberta, le Bureau des Relations

du Travail a décidé que l'université était exemptée du code du travail en vertu de son incorporation. En appel, la Cour Supérieure a confirmé cette décision en avançant l'argument que la charte de l'Université lui donnait le droit unilatéral de nommer, d'engager et de décider des salaires des salariés. Selon la Cour ce pouvoir ne pourrait pas être entamé par le processus de la négociation collective ⁵.

On peut sans doute interpréter ce jugement de diverses façons. Notamment on peut penser qu'il jette le doute sur la capacité de négocier des bureaux des gouverneurs là où les chartes et les lois constitutives des universités leur confèrent un pouvoir unilatéral.

¹ Une première ébauche de ce mémoire a été soumise aux membres de l'Exécutif et du Bureau de Direction de l'ACPU qui se sont réunis à Ottawa les 22, 23 et 24 avril 1973.

² Je tiens à remercier le professeur Léo Roback (Relations Industrielles — Université de Montréal) pour les commentaires qu'il a bien voulu me faire.

³ Souligné par moi. En dehors du Québec, une association peut en général se constituer en syndicat par le biais de la reconnaissance volontaire. Je ne retiens ici que l'accréditation du fait des recours qu'elle permet.

⁴ Je parle ici en général: ceci ne peut être pris comme l'affirmation que tout professeur ou tout groupe de professeurs peut se syndiquer.

⁵ Adell, B.L. et Carter, D.D.: *Collective Bargaining for University Faculty in Canada*; Industrial Relations Centre, Queen's University — Kingston, 1972.

En fait le rapport d'Adell et Carter met en doute les arguments avancés et d'après l'avis de nombreux juristes il semble que l'on pourrait même là re-tenter l'accréditation⁶.

La valeur juridique de la convention

Le problème qui est posé aujourd'hui c'est celui du primat des chartes universitaires ou des lois constitutives de l'université sur la convention négociée.

Un jugement intervenu aux Etats-Unis semble confirmer ce primat. Les statuts de l'Université lui donnant ce pouvoir le président d'une université a pu renvoyer des professeurs protégés par une convention collective.

Deux positions sont possibles:

— on peut tenter de faire changer les chartes d'abord,

ou

— on peut quand même se constituer en syndicat. A ce moment-là on possède un moyen de pression (la grève) qui peut être utilisé pour modifier les chartes.

On peut modifier ces chartes (dans les faits) à travers la convention collective; il peut être assez difficile quand même pour une université de se retrancher derrière la charte ou la loi constitutive de l'université pour dénoncer une convention qu'elle a signée.

b) Sur le plan pratique :

L'accréditation permet l'utilisation de certains moyens de pression (la grève sous plusieurs formes) pour amener la partie adverse à signer une convention collective, si les négociations n'aboutissent pas.

On peut considérer ce moyen de pression⁷ et la convention collective comme deux instruments pour provoquer et amener des changements au niveau de l'Université.

De façon plus immédiate, l'accréditation permet, quand on a une convention collective, le recours à une procédure plus expéditive pour régler les différends qui peuvent intervenir sur la convention. Un grief peut-être logé par les deux parties qui ont signé la convention et un professeur si on le prévoit dans la convention⁸.

II. Conditions et difficultés

Pour que la convention puisse servir son objectif qui est de permettre qu'aboutissent les revendications des professeurs il faut qu'elle arrive à formuler des conditions de travail qui vont permettre concrètement la réalisation des visées liées à ces conditions de travail.

Exemple : la sécurité d'emploi. Au niveau de la convention ce qui est cherché c'est la réalisation des conditions qui vont permettre la sécurité

d'emploi. D'où il s'agit de voir comment et par quoi elle est donnée et assurée.

La convention collective est une entente écrite entre deux parties représentatives qui réglementent les relations entre un employeur et ses salariés portant sur les conditions de travail des salariés. Cette convention a une valeur de contrat.

La négociation va porter sur ces termes — les conditions de travail⁹.

On peut donc aussi avancer que c'est également à travers les conditions négociées qu'il faudra utiliser la convention collective en vue de changements dans l'université.

Exemple : Si on vise l'auto-gestion des universités, et le partage des décisions par les professeurs, il faut penser comment cela peut être obtenu par les conditions qu'on négocie. Aussi il faut veiller évidemment à ce que les autres clauses négociées ne nuisent pas à l'ensemble des autres objectifs: une charge administrative peut servir l'objectif d'auto-suggestion, mais elle peut gêner le travail académique.

Un troisième point qu'il s'agit de soulever: pour qu'on puisse utiliser les procédures de grief il faut d'abord que:

6 Il ne faut pas oublier qu'en ce domaine surtout la jurisprudence est à faire. Surtout, une décision ne peut être prise comme LA règle définitive en la matière.

7 Quand il est possible de l'utiliser. Aussi, il ne faut pas oublier qu'une grève ne se déclenche pas n'importe quand, n'importe comment.

8 En ce qui concerne la capacité de loger un grief par un professeur, voir la convention du Syndicat des Professeurs de l'Université de Montréal à Montréal (SPUQ), art. 27.02. — Ceci marque la nécessité de prêter une assez grande attention à la convention et à la définition de «grief», et aux procédures.

9 Le terme «conditions de travail» tel que je l'utilise ici renvoie à l'objet général de la convention et non à son contenu. Ainsi, au Québec «l'article 1) (du code) le décrit comme «une entente écrite relative aux conditions de travail» et l'article 50 ajoute qu'elle peut «contenir toute disposition qui n'est pas contraire à l'ordre public ni prohibée par la loi». (...) Quant au contenu, toute condition de travail peut en faire l'objet. La loi ne définit pas ce qu'est une condition de travail. Mais la jurisprudence a interprété le terme de façon suffisamment large pour qu'on puisse conclure qu'il recouvre à peu près tous les aspects de la conclusion et de l'exécution du contrat individuel de travail (...) les clauses de sécurité syndicale (...).» Tiré de: *Introduction au droit du Travail du Québec*; pamphlet n° 12. Edité par la F.C.S.C.Q.

— la définition du terme permette de loger ce grief;

— qu'il y ait une clause sur laquelle on peut se baser pour montrer que l'autre partie enfreint le contrat.

D'où :

— *il faut réaliser que tout ce qui n'est pas dans la convention est un risque : on n'a aucun recours*¹⁰.

Exemple (la première convention collective négociée par le SPUQ) : la convention collective n'a pas de définitions couvrant les chargés de recherche : ceux-ci ne sont pas couverts par la convention en pratique.

— *il faut aussi réaliser que tout ce qui peut être dans la convention est un danger. Les deux parties sont liées par la convention et peuvent s'en servir.*

Exemple :

(convention collective du SPUQ : art. 10.02) : « Tout salarié qui termine une période de contrat en probation et dont le contrat n'est pas renouvelé peut recourir à la procédure de grief en autant que les délais prévus au paragraphe 10.03 n'ont pas été respectés. »

Note : si les délais ont été respectés, on ne peut pas loger un grief.

— du fait qu'il s'agit d'un contrat dont la durée est prévue, *durant l'application d'une convention* on ne peut pas re-négocier une autre convention et on ne peut pas avoir recours à la

grève¹¹. L'action du syndicat est limitée à ce qui est *dans* la convention, et les interprétations qu'elle permet.

III. Problèmes généraux :

a) L'utilisation du modèle

On utilise un modèle conflictuel où des « positions adverses » sont attribuées. De façon positive on doit considérer qu'on utilise des catégories juridiques qui donnent aux deux parties certains droits : ce sont ces droits qui leur permettent de signer le contrat, de s'entendre, de négocier¹².

Cette position qu'ont les deux parties ne crée pas en soi les conflits, les conflits sont là et il faut trouver les termes qui vont permettre leur solution : les deux parties sont censées négocier de bonne foi pour arriver à s'entendre sur les termes proposés.

Il faut arriver à admettre et utiliser à la fois ces positions et les catégories juridiques (les définitions, les exclusions, etc.). On doit considérer que ce sont ces catégories qui vont permettre de s'entendre et de départager les responsabilités. En effet, les catégories juridiques fixent en quelque sorte les responsabilités : *elles ne touchent pas les conditions de travail qui, elles, sont à négocier.*

Une attitude positive et une compréhension des principes impliqués peuvent permettre que l'on solutionne au niveau des conditions de travail et des ententes des conflits qui existent *dans* la pratique.

A mon avis, cette attitude positive et cette compréhension doivent conduire d'abord à reconnaître les conflits et les contradictions : non seulement les conflits et les contradictions ou les problèmes posés par le modèle ou les catégories utilisées¹³ par rapport aux conditions de fonctionnement des universités, mais aussi ceux qui sont créés ou posés par les pratiques actuelles et les rapports qui existent dans les universités.

Exemple : la question des exclusions des doyens. On ne met pas un supérieur et son subordonné dans la même unité d'accréditation. On reconnaît que cela peut nuire à l'employé¹⁴.

Ceci posé, si on admet que l'exclusion des doyens peut entraîner une perte de pouvoir pour les professeurs, il s'ensuit qu'on doit simplement traduire en termes négociables et récupérer par la convention collective les « pouvoirs » que les doyens exercent souvent unilatéralement dans la pratique.

Les doyens se considérant comme professeurs par ailleurs, rien ne les empêche de négocier une entente particulière avec l'administration qui suivra les termes de la convention, rien n'empêche le syndicat de les appuyer. (Voir les employés classés confidentiels à Radio-Canada; voir aussi les collègues privés et le gouvernement au Québec.)

A l'inverse, je pense que vouloir avancer à tout prix en dépit de ces catégories et ne pas voir les conflits

¹⁰ Si on a prévu un tel recours au niveau de la convention, on admet en général le recours et la citation de pratiques existantes pour conclure sur le cas. Mais je pense qu'il ne faut pas oublier qu'en fin de compte là où rien n'est prévu, ou là où la convention contient des contradictions on s'oblige en général à recourir à l'arbitrage, ou au moins, en règle générale, on s'oblige à recourir à des interprétations qui peuvent être relativement longues et difficiles : d'où des coûts et en fin de compte on perd plus ou moins le bénéfice de la convention, celui du recours à une procédure expéditive de règlement des griefs, et on court les risques de l'interprétation qui comporte nécessairement dans ce cas un certain arbitraire.

¹¹ Au niveau de la convention on peut prévoir la ré-ouverture des négociations. Mais on est quand même limité : voir ce qui est indiqué plus loin à ce sujet.

¹² Ceci pose des difficultés en ce qui concerne les universités puisque là le « partage » des responsabilités n'est pas toujours nettement tranché. On peut quand même développer ou utiliser certains concepts susceptibles de marquer des différences. A titre de proposition : on peut ainsi peut-être distinguer entre les clauses relatives à la « gestion » de l'université, à l'« administration », et les clauses marquant la participation des professeurs. Ces mêmes notions peuvent servir à reconnaître et à définir les situations qui existent dans la pratique, et à l'heure actuelle. En ce qui concerne les exclusions par exemple, en analysant et en étudiant la jurisprudence autant que les articles du code, l'esprit aussi de ces exclusions et de ces articles, on peut arriver à voir et à définir des situations dans lesquelles non seulement certains *doivent* être exclus mais aussi *devraient* l'être quand une telle exclusion n'est pas nécessairement obligatoire ; ceci notamment si on considère le type de pouvoir exercé, les fonctions qui sont attribuées, la façon dont les décisions sont prises, etc. Dans tous les cas, je pense qu'on est ramené à la nécessité de l'attitude préconisée.

¹³ En ce qui concerne la nécessité de reconnaître ces conflits et ces contradictions, voir notamment l'article de Charles J. Ping : On Learning to Live with Collective Bargaining; *The Journal of Higher Education*, 102-113, Feb. 1973.

¹⁴ Dans la même ligne : le fait d'être un « salarié » ou un « employé » cause des conflits idéologiques à certains professeurs. Je pense que dans la pratique il faut considérer que ce n'est qu'en autant que les professeurs pourront être définis par ces catégories qu'ils pourront entreprendre des négociations et récupérer par les conventions collectives des décisions et des pouvoirs qu'ils ne possèdent pas aujourd'hui bien souvent. Si on considère ce qui est à négocier, et le processus, c'est plutôt le fait de ne pas pouvoir correspondre à ces catégories qui crée les problèmes et les difficultés quand par ailleurs on est dans une situation qui force à négocier.

et les contradictions qui sont posés entraîne :

- des dangers pour l'action entreprise;
- des ennuis au moment de la requête en accréditation et des frais;
- l'oubli des termes qu'il faut négocier au niveau de la convention;
- le non-règlement des conflits qui existent dans la pratique.

b) La définition des conditions de travail ¹⁵ :

Quelles sont les conditions de travail d'un professeur d'université, et, surtout, comment prévoir et penser ce qui va permettre que les objectifs de l'université se réalisent ?

On peut poser que :

- les salaires
- les charges de travail
- les congés
- les congés sabbatiques
- les conférences
- les voyages
- la sécurité d'emploi
- etc . . .

sont des points qu'il faut négocier car ils permettent ou non que le travail universitaire se poursuive, s'accomplisse.

La première difficulté c'est d'identifier ces points, d'identifier ce qu'il faut négocier :

- en laisser de côté implique les dangers que j'ai signalés; l'administration peut toujours interpréter tout ce qui n'est pas dans la convention comme étant de sa juridiction et émettre des décisions qui peuvent faire perdre les bénéfices de la convention.

— on ne peut pas compter sur une ré-ouverture des négociations quand l'on veut ou quand le besoin s'en fait sentir: même si juridiquement on pouvait — même si on prend des précautions contractuelles — il faut voir que concrètement on ne peut guère provoquer une grève trop souvent — donc le moyen de pression dont on dispose est quand même limité — et une négociation est toujours épuisante.

Il faut non seulement arriver à identifier ces points mais aussi se souvenir de ceux qui vont permettre le fonctionnement et l'application concrète des moyens qu'on se donne: vie et activités syndicales, coûts, locaux, recours, etc.

La deuxième difficulté c'est d'arriver à traduire ces points en propositions concrètes. *Quelles sont les conditions et les termes qu'il faut négocier pour que se réalisent les objectifs visés à travers les demandes et les points soulevés ?*

On ne peut pas négocier la permanence de l'emploi comme telle. La permanence de l'emploi peut être considérée comme un principe, tout comme la liberté académique.

Au niveau de la convention on négociera des clauses portant sur la « sécurité de l'emploi ». Ce qu'il faut, c'est arriver à définir et traduire cette notion en termes négociables: obtenue au bout de 3 mois, 6 mois, etc.

Cette traduction n'est pas toujours aisée.

Il faut voir aussi que les conditions négociées, et acceptées vont avoir une influence et des conséquences mutuelles: la sécurité d'emploi après 6 mois plutôt que 12 mois influence différemment les budgets, les critères de recrutement, la liberté académique . . .

Si la traduction n'est pas bonne ou si elle ne remplit pas les objectifs visés, ou si elle crée des contradictions, les effets s'en feront ressentir.

Si elle n'a pas lieu, on en vient à négocier des droits, à les abandonner ou les échanger, ce qui est absurde et dangereux.

La troisième difficulté à soulever c'est que les conditions négociées doivent respecter et permettre les exigences particulières des disciplines: une clause négociée qui sert parfaitement un département d'architecture peut parfaitement desservir un département de philosophie ¹⁶.

Il faut voir aussi que la rédaction finale doit permettre qu'en cas de conflit les termes servent de référence ou on perd l'avantage de la convention. (Cf. note 10 notamment.)

Enfin, idéalement, il faudrait arriver à supprimer les causes des conflits. En ce sens on peut négocier des salaires fabuleux, si en fait le conflit sur les salaires existe parce qu'il y a une mauvaise gestion financière, tant que cette gestion n'est pas modifiée, on court le risque de voir l'administration jouer sur les clauses ou sur ce qui n'est pas prévu pour se « rattraper ». Il faut considérer que la convention collective ne règle pas en soi les sources de conflits et il ne faut pas « trop » en attendre: tout ce qu'on peut viser c'est que les termes négociés et les procédures permettent le règlement des conflits. Par contre je pense qu'on peut utiliser les demandes et profiter de l'occasion de la négociation pour éclairer sur les sources réelles de conflits et faire pression pour que certains changements soient effectués.

IV. Problèmes spécifiques :

a) La reconnaissance syndicale

Lorsqu'on entreprend une action syndicale, on entreprend une action

¹⁵ Il ne faut pas considérer que je couvre ici toutes les parties et les points d'une convention collective. Je ne donne que quelques exemples pour souligner certains problèmes. Les conventions ne se ressemblent pas dans une certaine mesure. Certains éléments figurent qui doivent se retrouver, mais ce n'est pas toujours le cas. D'autres éléments sont spécifiques à chaque groupe.

¹⁶ D'où il n'y a pas une convention « idéale ». Chaque convention doit être dégagée par la pratique et d'après les problèmes particuliers. Il faut aussi penser que la meilleure rédaction du monde ne garantit pas l'obtention des clauses négociées: une association ou une centrale peut bien donner des directives générales. Dans la pratique il faut en revenir aux conditions particulières, au contexte. Egalement, un problème se pose en général aux associations et aux centrales; dans la pratique rien ne permet de garantir l'application et la traduction concrète des directives.

collective, on vise qu'un syndicat représente dans le fond et agisse pour cette collectivité. Lorsqu'on demande l'accréditation, logiquement c'est qu'on veut obtenir la reconnaissance syndicale.

L'accréditation fait que le syndicat, légalement, est le *seul* représentant habilité à parler pour *tous* les professeurs qui sont inclus dans l'unité d'accréditation. (Evidemment il y a toujours d'autres représentants: mais ces représentants ne sont pas habilités à représenter tous les professeurs inclus dans l'unité d'accréditation.) Cela permet au syndicat de signer et de voir à l'application d'une convention collective. Cela fait aussi qu'il peut être considéré comme le représentant et le porte-parole de chaque professeur inclus dans l'unité d'accréditation.

Cela permet au syndicat de signer et de voir à l'application d'une convention de travail. Cela fait aussi qu'il peut être considéré comme le représentant et le porte-parole de chaque professeur inclus dans l'unité d'accréditation.

Il faut considérer cela et prévoir, comme le SPUQ l'a fait dans sa convention, qu'un professeur peut agir et se défendre, loger un grief lui-même. Cette mesure semble essentielle si on veut pouvoir donner certains recours à l'individu en cas notamment de conflit avec son syndicat ou quand le syndicat peut difficilement agir pour une raison ou une autre.

En général, selon moi, il faut non seulement protéger l'action syndicale et le syndicat puisqu'il représente les professeurs, mais aussi l'individu, et il s'agit peut-être de protéger autant le professeur contre son syndicat que le syndicat contre le professeur.

Cela n'est pas automatiquement garanti. Il faut le prévoir. On ne doit pas oublier non plus que la reconnaissance obtenue par l'accréditation (ou par la reconnaissance volontaire en dehors du Québec) ne signifie pas que le fait syndical sera reconnu par l'employeur; il faut obtenir cette reconnaissance *aussi* au niveau de la convention. La non-obtention de cette reconnaissance au niveau des conventions entraîne en général des difficultés pour les syndicats notamment face à l'employeur¹⁷.

b) Le recours à l'ACPU

Le principe de la reconnaissance syndicale qui implique que le syndicat est le seul représentant de ceux qui sont inclus dans l'unité d'accréditation pose un problème particulier à l'ACPU et notamment en ce qui concerne son intervention éventuelle. **A mon avis :**

Si l'Association est affiliée :

Il faut prévoir qu'un professeur ou le syndicat peut faire appel à l'ACPU et ceci tant au niveau de la constitution du syndicat que de la convention collective signée par l'université.

Si cela n'est pas prévu: le syndicat ou l'université peut refuser l'intervention de l'ACPU.

Si l'association n'est pas affiliée; ou si elle est affiliée à une centrale ou un organisme affilié à l'ACPU :

Nous brisons le principe de la reconnaissance syndicale, ce principe est à défendre puisqu'il est à la base de tout.

Dans le premier cas — l'association est affiliée et les précautions indiquées ont été prises, nous instaurons simplement une procédure syndicale à mon avis.

c) Les affiliations à d'autres fédérations ou centrales :

A long terme, il faut penser que, éventuellement, par le biais de la syndicalisation, une fédération provinciale peut entamer des négociations avec les gouvernements.

Plusieurs centrales ou associations: la difficulté sera d'organiser une table centrale les réunissant. En outre, il peut y avoir compétition entre chacune pour obtenir les meilleurs termes pour « son » syndicat: cela risque d'accentuer les problèmes plus que d'amener leur règlement, leur solution.

V. L'ACPU et la syndicalisation des professeurs d'université

On peut poser que la syndicalisation des professeurs d'université peut provoquer des changements depuis longtemps réclamés et qui n'ont jamais été obtenus ou rarement.

Au niveau de chaque université cette syndicalisation peut amener la modification des chartes et des lois constitutives des universités. Elle peut aussi amener les universités à adopter de nouvelles politiques concernant le partage des décisions et la gestion académique.

Au niveau provincial, si les universités sont syndiquées, une fédération peut alors les représenter avec les gouvernements (et réaliser ainsi la négociation à deux paliers et surtout au niveau gouvernemental dont parle le rapport d'Adell et Carter)¹⁸. Pour utiliser les moyens de pression permis par l'accréditation et la syndicalisation, et pour mobiliser l'ensemble des universités à un niveau provincial, il suffit de s'arranger pour que toutes les conventions collectives soient renégociables à une même époque. Bien qu'une grève de toutes les universités d'une province ne soit pas à désirer, il ne faut pas négliger de penser que c'est après tout le seul moyen qui reste peut-être. Dans cette optique, évidemment, une seule fédération permet une plus grande force, l'autre partie ne pouvant guère jouer alors sur les divisions et la compétition entre organismes représentatifs.

18 Cette entreprise pose l'hypothèse de la *solidarité*, hypothèse que l'on ne peut prendre comme un donné. Cela présuppose que tous les membres comprennent très bien ce que cela implique. Notamment: il faut que les conditions de travail négociées et les revendications permettent une telle concertation; à la limite il faut aussi que chaque université poursuive la grève et ne se retire pas une fois ses propres demandes satisfaites.

En ce qui concerne l'intervention de l'Etat que présuppose cette négociation, je pense qu'on doit prêter attention au *type* d'intervention qui est opéré et aux problèmes que cela pose. Au Québec et ailleurs, l'Etat tend à intervenir de façon *quantitative* et les clauses qui sont négociées à ce moment-là vont à l'encontre de la vie universitaire ou académique, à l'encontre du type de clause qu'il faudrait peut-être arriver à négocier.

17 La non-obtention de cette reconnaissance au niveau de la négociation et de la convention entraîne notamment des problèmes en ce qui concerne la représentation et la présence du syndicat dans les divers corps académiques: sénats, comités pédagogiques, etc.

UNIVERSITY OF CALGARY DEPARTMENT OF PHILOSOPHY

Applications are invited for two posts in the Department of Philosophy. The Department wishes to make one appointment at the senior level (full or associate professor) and one at the junior level (assistant professor). The appointment at the junior level will be for a term of one to three years. For one of the vacancies, preference will be given to a logician. The Department is willing to consider a visiting appointment for the senior post.

Applications, with curriculum vitae, and the names of three referees, should be sent as soon as possible to the Dean, Faculty of Arts and Science, the University of Calgary, Calgary, Canada, T2N 1N4, from whom particulars are available.

A plus court terme on peut voir que par le biais des conventions collectives les principes défendus par l'ACPU peuvent être concrétisés par l'instauration de conditions de travail favorables à l'épanouissement des universités. Ceci n'est cependant pas « garanti » en soi comme j'ai tenté de l'expliquer.

Je propose que l'ACPU émette certaines recommandations à l'égard des associations locales et, pour le moment, adopte la position suivante:

RECOMMANDATIONS

La négociation collective et l'accréditation des associations des professeurs d'université peuvent permettre de réaliser et d'obtenir les conditions de travail nécessaires pour remplir les buts poursuivis dans les universités.

* * *

Les possibilités et les recours que donnent l'accréditation et la signature de conventions collectives ne peuvent être négligés. Certains problèmes toutefois exigent et requièrent l'attention, notamment les termes négociés dans les conventions collectives: les conventions recherchées pouvant tout aussi bien servir la vie universitaire que la desservir.

* * *

L'ACPU possède une expérience et une connaissance des problèmes rencontrés par les professeurs d'université. Elle défend des principes qui sont acceptés comme servant les objectifs des universités. Elle ne peut permettre que d'autres organismes formulent des termes et des conditions de travail qui peuvent nuire à la vie universitaire et mettre en danger ces principes.

* * *

Face aux problèmes et aux possibilités qu'offrent la négociation collective et les accréditations d'associations de professeurs, l'ACPU recommande:

I. Que les projets de conventions collectives soient préparés *avant* qu'une demande en accréditation soit déposée par une association locale.

II. Que les termes et les propositions de ce projet de convention soient soigneusement préparés et étudiés par tous les professeurs, et que l'organisation et la préparation de ce projet de convention collective permette la participation des professeurs.

III. Que ces termes soient analysés et revus afin de s'assurer que les conditions de travail visées permettent de réaliser et de défendre concrètement les principes d e f e n d u s par l'ACPU; en particulier chaque association de professeurs qui signe une convention collective devrait veiller à ce qu'elle contienne des clauses.

a) donnant des garanties explicites en ce qui concerne la liberté académique et la sécurité de l'emploi et qui soient conformes aux recommandations de l'ACPU en ce qui concerne les nominations, la permanence de l'emploi et autres documents pertinents;

b) chaque association doit s'as-

surer que des procédures soient établies et que des clauses spécifient et établissent la participation de la faculté dans la gestion de l'institution;

c) que ces clauses et les procédures suivies permettent que chaque professeur ou groupe de professeurs puisse y recourir.

IV. Que la constitution du syndicat protège et respecte les droits de l'individu. Que la convention protège et respecte ces droits autant que les droits syndicaux.

V. Que la constitution du syndicat qui se forme autant que la convention collective prévoient le recours à l'ACPU par le syndicat et partout par un professeur.

VI. Qu'un comité sur la négociation collective soit remis sur pied et mandaté pour considérer ce document et d'autres rapports subséquents ¹⁹.

Ottawa, le 26 mars 1973.

¹⁹ Cette recommandation (VI) a été adoptée par l'Exécutif de l'ACPU lors de sa réunion du 22 avril.

Toute reproduction partielle ou complète de ce rapport ne peut être faite sans l'autorisation de l'ACPU.

Le texte français sert de référence principale.

CARLETON UNIVERSITY DEAN OF GRADUATE STUDIES

Applications are invited for the position of Dean of the Faculty of Graduate Studies. The successful candidate is expected to have familiarity with graduate research and education. He will be required to develop programs of graduate studies and work with officials in the field of higher education.

Duties commence on July 1, 1973 and salary to be negotiated.

Deadline for submissions is May 14, 1973.

Inquiries or curricula vitae and names of referees should be directed to:



**Dr. R. L. Clarke, Chairman
Selection Committee
Room 607, Administration Building
Carleton University
Ottawa, Canada K1S 5B6**

Le Rapport Bonneau-Corry

Suite de la page 7

2) Le problème des relations fédérales-provinciales est bien posé mais non résolu (97) (207-208). Nous estimons illusoire de penser que les provinces vont se contenter de supporter (de contrôler) la « réflexion scientifique » (98) et les recherches en éducation (103) (206) tout en abandonnant au fédéral le problème prestigieux des recherches de pointe (98).

3) « Le Scientifique de l'Etat doit consacrer tout son temps à la recherche » (141). Nous serions heureux au contraire de voir les laboratoires de l'Etat s'installer en marge des campus universitaires et leurs chercheurs collaborer à l'enseignement aux niveaux 2^e et 3^e cycles. Nous déplorons le fait, constaté par expérience, que les chercheurs des laboratoires régionaux du gouvernement fédéral sont peu disponibles pour donner des cours avancés dans les Universités voisines.

4) Faut-il déplorer le fait qu'un certain nombre de nos étudiants vont poursuivre leurs travaux de doctorat ou leurs études post-doctorales à l'étranger ? (147). Nous y voyons, au contraire, une source d'enrichissement et de diversification de nos ressources humaines.

5) On énumère (136) (241) un certain nombre de raisons qui devraient pousser le Canada à faire de la recherche universitaire. Mais l'on n'insiste pas assez

sur la *responsabilité internationale* d'un pays prospère comme le notre dans cette matière (47).

6) L'Expo 67 et le Centre National des Arts sont présentés comme exemple de gaspillage des fonds nationaux (11). On pourrait certainement trouver mieux, en particulier dans le domaine de la « Défense » nationale.

7) On insiste un peu trop sur les contributions négatives de la recherche de pointe à l'enseignement (25-26) (53) (65) (104), pas assez sur son importance pour l'enseignement universitaire à tous les niveaux.

8) On ne mentionne nulle part, ni dans le Rapport Lamontagne ni dans le Rapport Bonneau-Corry, la nécessité pour les chercheurs, les universités et les gouvernements d'éduquer le grand public; de montrer par des programmes de vulgarisation bien conçus, que les recherches fondamentales sont tout aussi justifiables que les recherches appliquées, mais selon des critères différents. Ces chercheurs universitaires, subventionnés par les fonds publics, doivent rendre des comptes au Public, pas seulement à leurs collègues. Il nous manque une génération de journalistes et d'écrivains scientifiques. Les chercheurs universitaires devraient intensifier leurs activités de vulgarisation dans les milieux pré-universitaires, en vue d'être mieux compris par de futurs contribuables et pour améliorer le recrutement en qualité sinon en quantité.

PIERRE COUILLARD est professeur de Biologie à l'Université de Montréal.

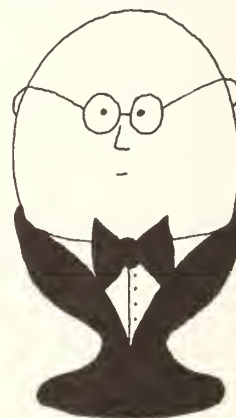
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Policy Statement Concerning the Refusal of Academic Appointment on the Basis of Family Relationship rather than Merit

This is a draft statement for debate and possible adoption at the May Council meeting.

Sections 4c — 4f inclusive have been referred by the Board of CAUT to the AF&T Committee.

1. Traditionally many Canadian universities have possessed regulations, contracts or unwritten conventions which bar the hiring as faculty of one member of a family if another has employment with the university. Most frequently the effect has been to bar the hiring of the children of faculty members or the hiring of a wife if the husband is a member of the faculty or holds an administrative or academic post involving authority over the positions that could be offered to his wife.
2. The C.A.U.T. is opposed to such regulations and conventions and recommends that those in existence be abolished.
3. The C.A.U.T. believes that faculty and administrative appointments in the university should be open to all on the basis of merit (see *C.A.U.T. Handbook*, p. 43).
4. a. The C.A.U.T. recognizes that the university must guard its reputation for honesty and must ensure against favouritism in the hiring and promotion process. However, favouritism can exist in a variety of forms; viz., the choosing of friends, graduates of the same university, business associates, or political allies on the basis of the connection involved rather than on merit.

Regulations or conventions forbidding employment on the basis of family relationship deal with none of these problems.

- b. The C.A.U.T. considers that the possibility of favouritism in relation to contracts is best met by open and constitutional appointment and review mechanisms. Regulations or conventions forbidding employment on the basis of family relationship stem from an era when departmental heads or deans made appointments or promotions unilaterally without serious review by anyone else. However, most Canadian universities now elect departmental appointment and tenure committees as well as faculty or university-wide review bodies. Where these do not exist, they should be established. Such committees are charged with the task of reviewing applications and candidacies on the basis of merit; their structure militates against the type of practice which contracts or conventions forbidding employment on the basis of family connection are meant in their very limited way to prevent.
- c. Faculty members should be required by practice or regulation to declare to the proper administrative or academic authority any business, political or family connections they have with the administrative officer that may pro-

pose them as candidates for appointment or promotion. It is then the duty of the university not to bar the faculty member from employment, but to ensure by review that the post has been offered to the most meritorious candidate. C.A.U.T. recognizes that this procedure will place additional burdens on faculty review committees but considers that professors in assuming a greater share in the running of the university will assume the unpleasant tasks that may go with such changes.

- d. The university senate or senior academic body should require that, whenever a department wishes to hire a member of the family of one of the existing faculty or of the senior administration or someone with significant business or political connections with a member of the department or of the senior administration, there should be an automatic review by a university body appointed by the senate or senior academic body with the power to secure evidence and to recommend acceptance or refusal. All such cases should be formally reported to the senate or senior academic body.

Cont'd next page

- e. The university should ensure that similar declarations and review mechanisms are required in relation to research grants given by the university.
 - f. If an administrator or faculty member is involved in any committee or similar body charged with reviewing contracts and if a candidate for appointment, promotion, renewal or tenure comes before that committee and is related to or has significant business, political or other connections with the administrator or faculty member, then the administrator or faculty member should withdraw from any discussion or voting in relation to the candidate.
 - g. Faculty members should realize that the adoption of this policy by a university would mean that each member of a family would be engaged by the university on their individual merits and the university need not entertain arguments that the retention of one member implies the retention of the other.
5. It should be noted that the C.A.U.T. has had since 1961 a policy statement on equal opportunity for women faculty members which states: "The Canadian Association of University Teachers is of the opinion that, in accordance with the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members, with regard to pay, status or workload. Women who are appointed to the teaching staff of a Canadian university are expected to have the same opportunities as similarly qualified men." It is sometimes argued that it is unnecessary or even unjust to pay full salary to a husband and a wife who are both teaching in the same university and that the adoption of a guideline such as this might encourage a decrease in the number of women academics since some universities now pay wives less than they should pay another faculty member with the same qualifications and would not care to meet the increased salary de-

mand. The implicit assumption of this argument, however, is that the wife concerned is not, in fact, of equal value to the university. If this is true in a particular case, the university should not have hired her in the first place. If it is not true, the university should pay equally for equal work and responsibility. A second assumption of such university practices is that the husband is necessarily to be preferred to the wife in terms of employment contracts. C.A.U.T. can find no justification for such a position. Furthermore some universities evade their own regulations or conventions forbidding appointment on the basis of family relationship by offering faculty wives much the same academic tasks as in a full-time job but in the form of low-paid part-time work, thereby ensuring as a consequence of such clauses a pool of cheap but highly qualified labour. The C.A.U.T. regards such practices as indefensible.

Rationalization . . .

Cont'd from p. 9

unimportant piece of work. Yet it provided us with the equivalence of mass and energy, a concept without which it would have been impossible to perceive the existence of nuclear energy, let alone to make it a reality.

Einstein is probably the champion loner of all time in the history of scientific research.

These men are of course the giants of science, and it can be argued that they would have made their contribution no matter where they were, and no matter what financial support they had been given. Although I have used them to illustrate a point, I do not dispute the validity of such an argument. There have been and are now thousands of lesser people who have worked, or are now working, alone. These are people who do not normally follow the sun in their thinking nor in their experiments, and it's for them and their work that I make my plea.

The justification for the more or less complete rationalization of university research must surely rest on grains of sand, it is my hope that the process of rationalization is not carried too far, is not carried to the point where rationalization itself becomes irrational.

MAX WYMAN is the President of the University of Alberta. This article is an edited version of a speech given at Fall Convocation, November 19, 1972.

Bonneau-Corry . . .

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cooperate with one another and with governments in the joint planning of libraries, computers, and statistical services. Bonneau-Corry want such planning anyway, and their models assume and need it. In the social sciences, I think, there is no need to plan or co-ordinate research as well. One way or another, governments could and would finance the research they want someone to do. The Canada Council could continue more or less along present lines. The individual universities could change their internal priorities for promotion, so as to emphasise teaching and reflective enquiry. In the end, resources would be used more wisely, but not wasted on mere co-ordination. If the Dominion should decide to finance a few really good graduate schools of social science, so much the better.

In addition, if Bonneau-Corry are right in wanting us to plunge into interdisciplinary research, or to study local folklore, somebody must certainly define tasks and devise incentives for us. A university research administration could sensibly do so without screening research proposals.

I cannot believe that in the social sciences we need the Bonneau-Corry apparatus. I am sure that we should not want it.

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C.A.U.T.

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